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ABSTRACT

This eighteenth publication in the series provides a visual overview of various facts on education in South Africa. Up to 1995, educational data were presented by racially segregated education departments; now data are presented by the newly structured nonracial departments. The unavailability of data on a racial basis means that educational progress made by different population groups could not be measured. Information is also lacking on teacher education and teacher supply and development in various provinces. In 1997, 12,001,813 students were enrolled in South Africa's schools, with nearly 25% in the KwaZulu-Natal Education Department. About one-third of these students were in grades 1 to 3, the "Foundation Phase." Other phases are "Intermediate" (grades 4 to 6), "Senior" (grades 7 to 9), and "Further Education and Training" (grades 10 to 12). Learner enrollment is given according to gender and grade and enrollment projections are given for each of the provinces. Information is also supplied for university enrollment and faculty by racial population, and data are presented on aspects of educational finance, including expenditures per student for each province. (Contains 17 graphs.) (SLD)

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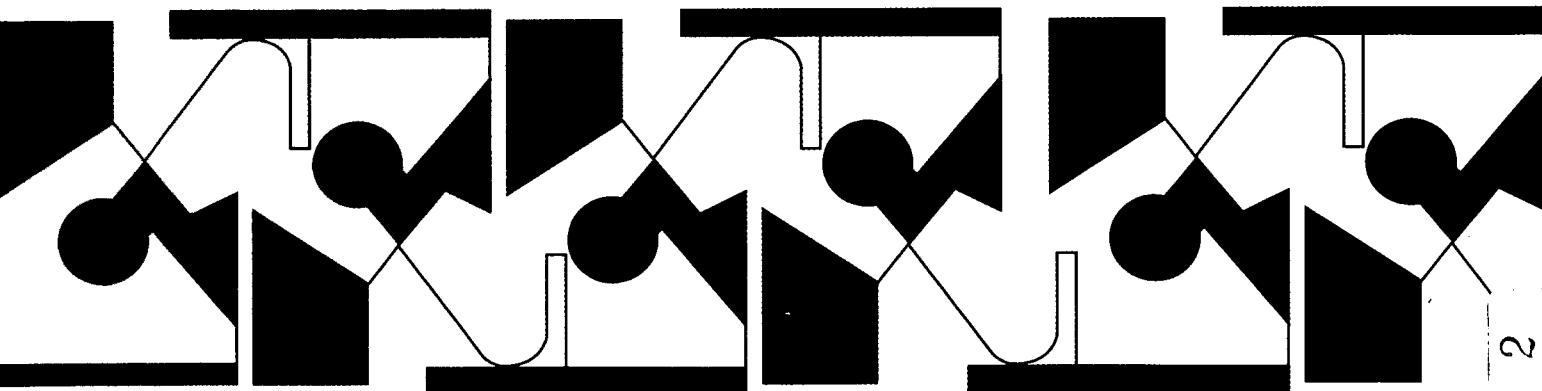
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EDUCATION AND MANPOWER DEVELOPMENT

1997

Strauss
Van der Linde
Plekker
Strauss

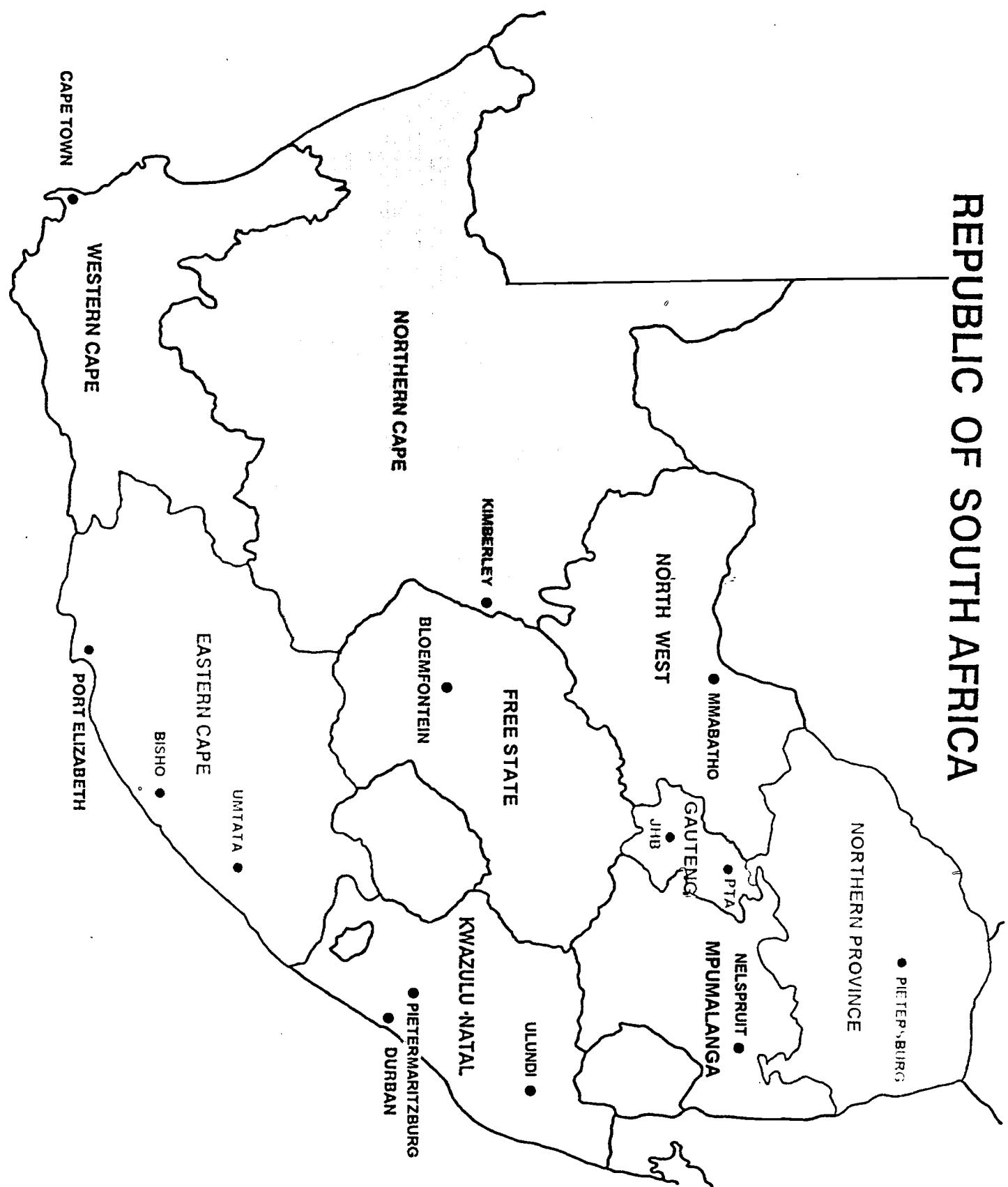
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REPUBLIC OF SOUTH AFRICA



EDUCATION AND MANPOWER DEVELOPMENT

1997, No 18

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PREFACE

This eighteenth publication in the series provides, like the previous issues, a visual overview of various facts on education in South Africa. While most of the issues before 1994 concentrated on information about the formal school phases, the education picture has since 1994 changed to such an extent that it was necessary to change the contents to also cover other educational sectors.

Up to and including 1995 educational data were collected by the racially segregated education departments. 1996 was the first year when it was done by the newly structured non-racial departments.

The unavailability of data on a racial basis is still a problem and educational progress made by the different population groups could not be measured. Information on various other aspects is also incomplete.

Provinces have as yet not completed rationalisation of colleges of education and the absence of definite policies and teacher supply, utilisation and development in provinces complicates projections in this area.

Qualified education management information staff is in short supply and many an office is run on skeleton staff. The large portion of the budget being taken up by teacher salaries, leaving little funds for other areas, is clearly felt by EMIS sections - resulting in massive delays in the capturing and processing of data.

Educational data still travel only one way and apart from matrix results made available by the press to the general public, education information is in many cases a well kept secret. The burden of completing

numerous forms will only be appreciated as an asset when information is made available and useful on district and school level.

Progress was made by the National Department in piloting the newly devised EMIS questionnaire in a number of provinces. This exercise emphasised the fact that the standardisation of procedures and the format of data collecting between provincial departments and the national department could speed up the process and make data much sooner available for planning purposes.

As was the case with the previous publication, these 1997 data are also not complete. Teacher, classroom and subject data are at present still inadequate. Information on the Further Education and Training (FET) sector (grades 10, 11 and 12) outside of formal schooling is vague and will hopefully become clear after the implementation of the FET act which provides for the collecting of data on this sector.

The ideal still remains that all educational data will eventually be easily accessible as public domain data and that the general public, research organisations and education departments could make informed conclusions, analysis and decisions to the benefit of education.

The aim of this brochure is to give a visual, easy to understand overview of some aspects of education in South Africa. We trust that the reader will find it interesting and especially that it would contribute to a better understanding of the complicated nature and especially urgent need for support of education to the benefit of all the country

HJ van der Linde
Director: RIEP

Fig. 1: Learner enrolment according to province, 1997

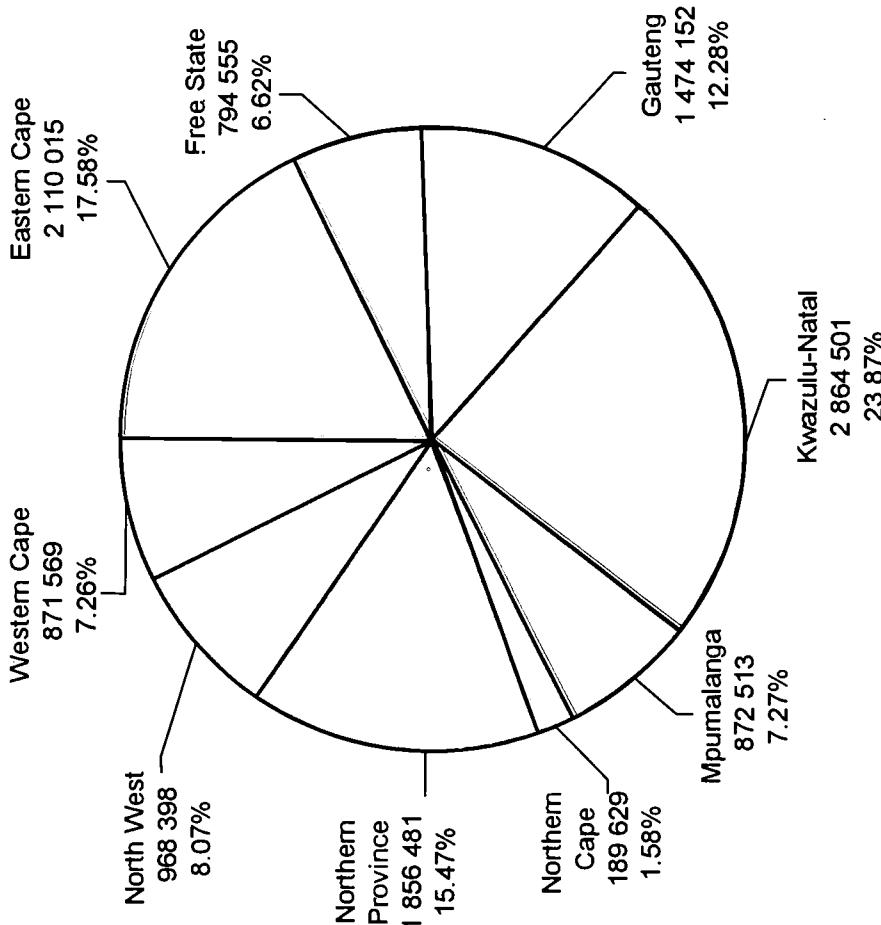
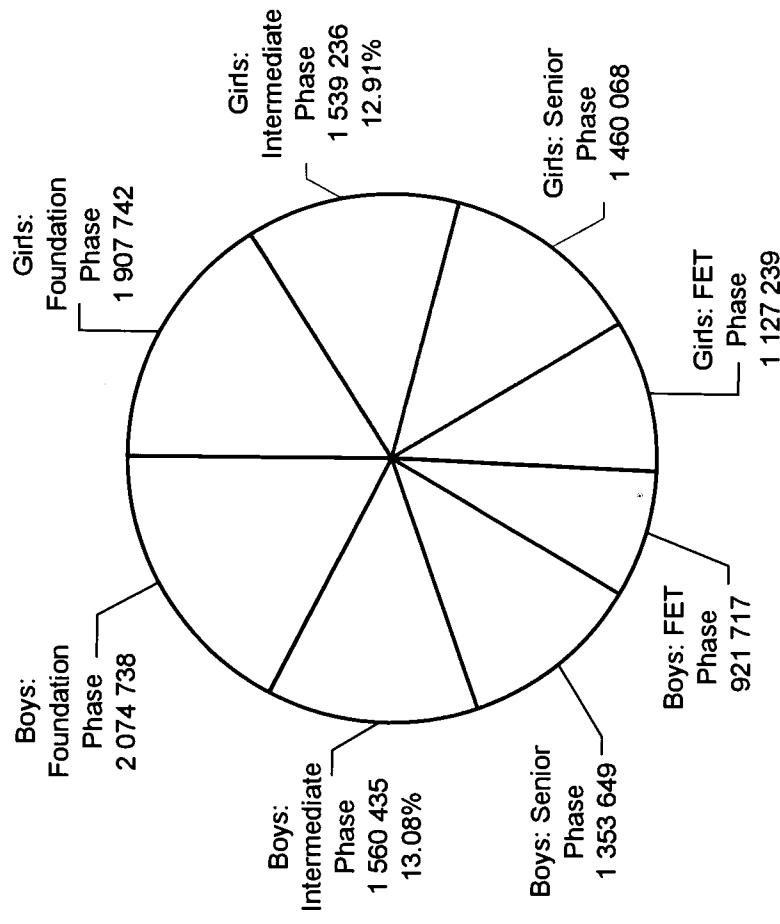


Fig. 2: Learner enrolment according to school phase and gender, 1997



The KwaZulu-Natal Education Department has the largest number of learners in South Africa (nearly 25%). The four largest education departments have more than two thirds of the total number of learners in South Africa. The 12 001 813 learners show a decline of 0,4% compared to the number of learners of 1996. This decline is mainly caused by the fact that there is a decline in intake in Grade 1.

Approximately one third of the total number of learners in South Africa are in the Foundation Phase (grades 1 to 3). The other phases are the Intermediate Phase (grades 4 to 6), the Senior Phase (grades 7 to 9) and the Further Education and Training (FET) Phase (grades 10 to 12).

Fig. 3a: Learner enrolment according to gender and grade in the EASTERN CAPE, 1997

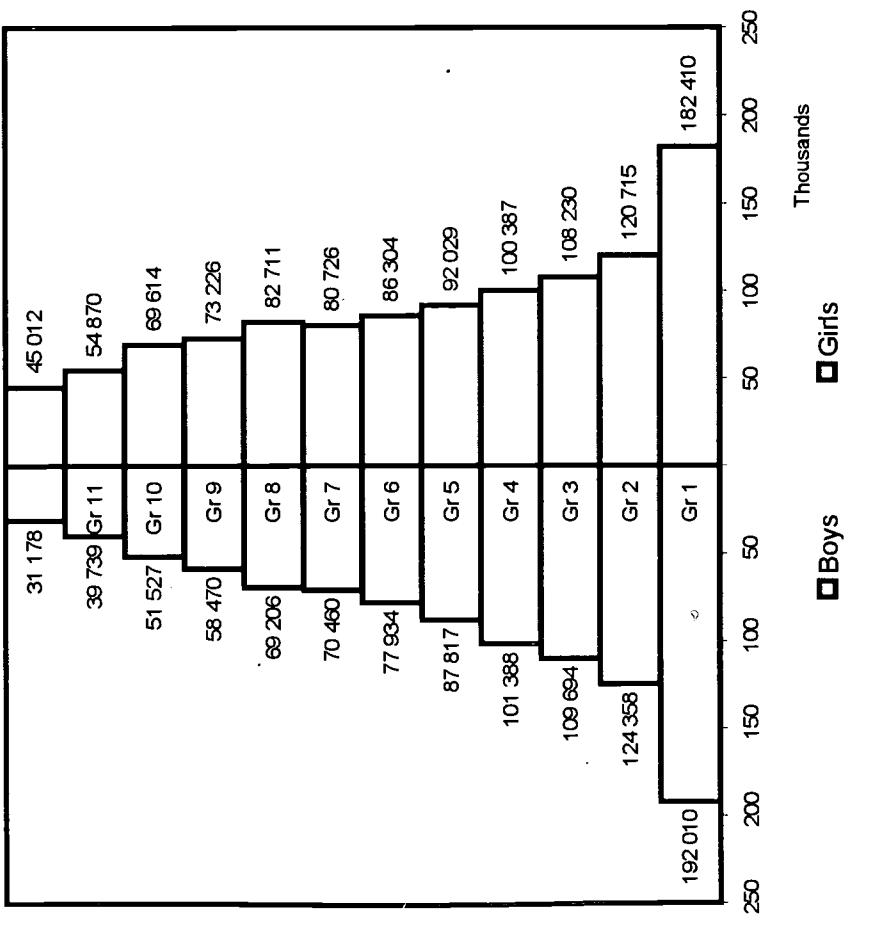
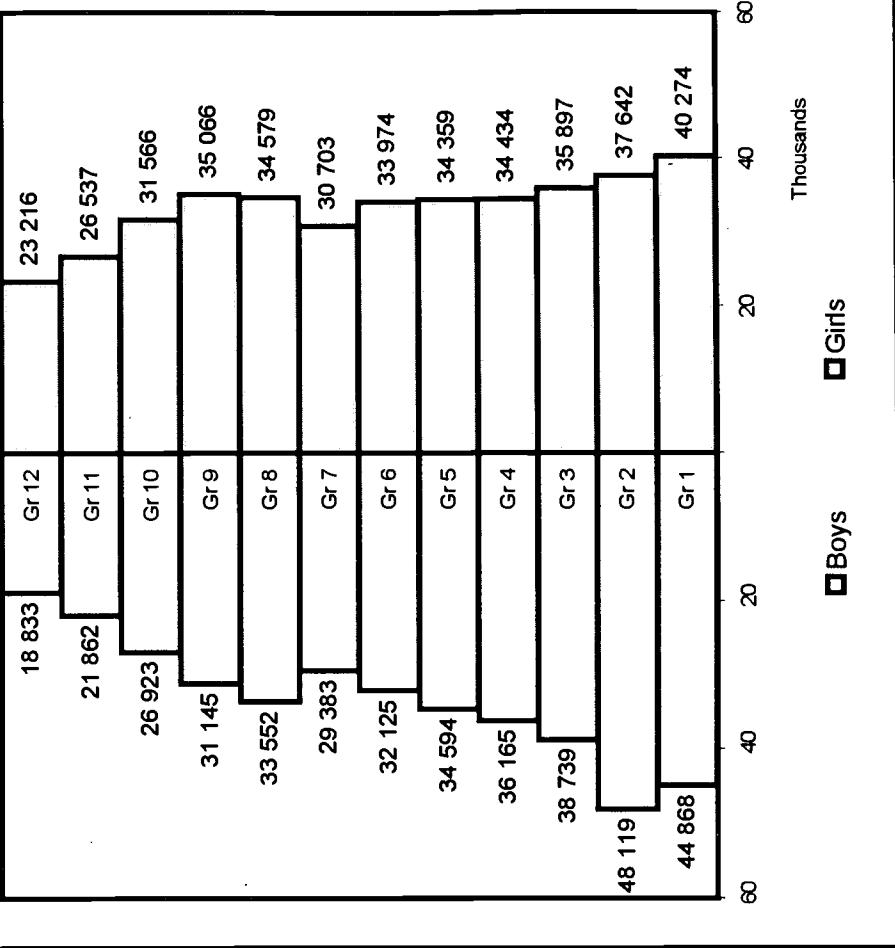


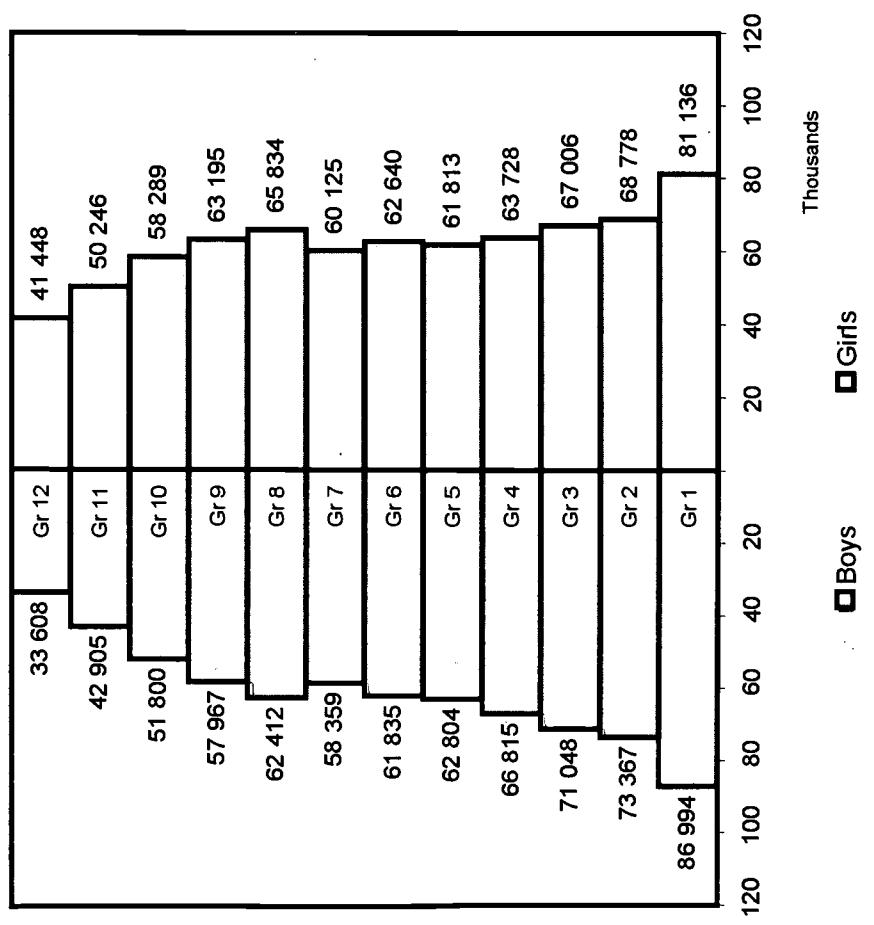
Fig. 3b: Learner enrolment according to gender and grade in the FREE STATE, 1997



Eastern Cape	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	6,16	2,26	2,22	1
Girls	4,05	1,79	1,84	1

Free State	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	2,38	1,56	1,78	1
Girls	1,73	1,32	1,49	1

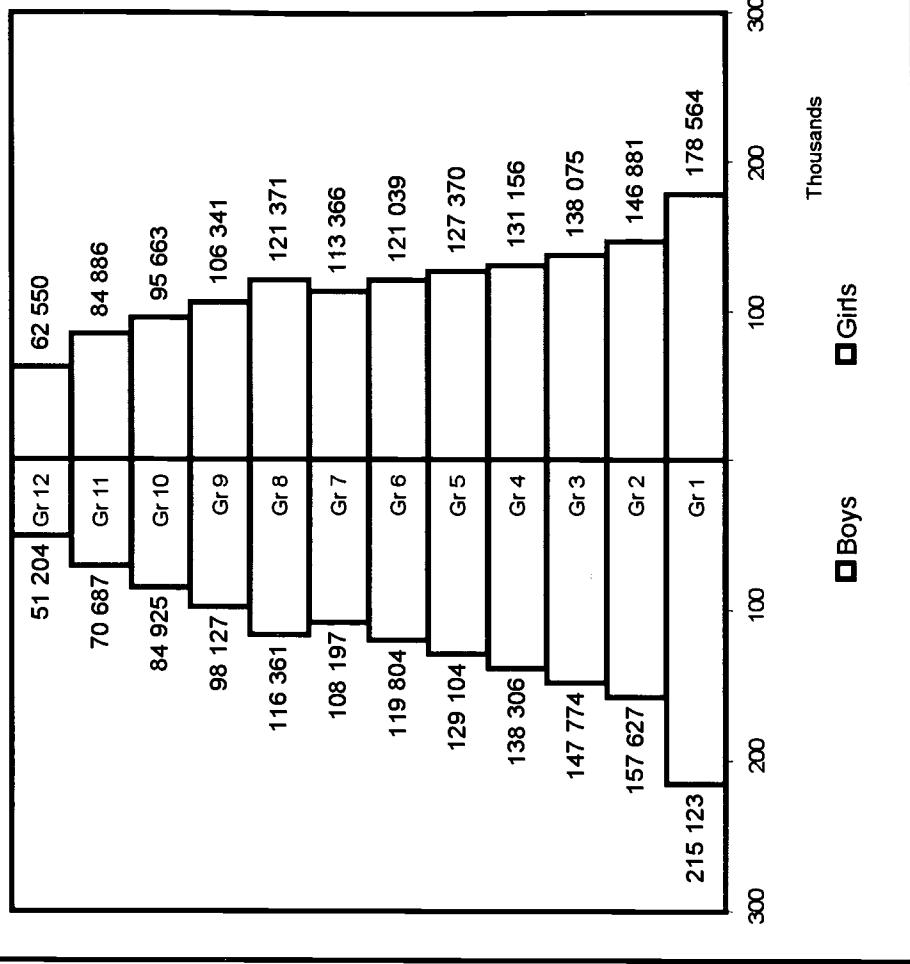
Fig. 3c: Learner enrolment according to gender and grade in GAUTENG, 1997



Gauteng	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	2,59	1,74	1,86	1
Girls	1,96	1,45	1,59	1

12

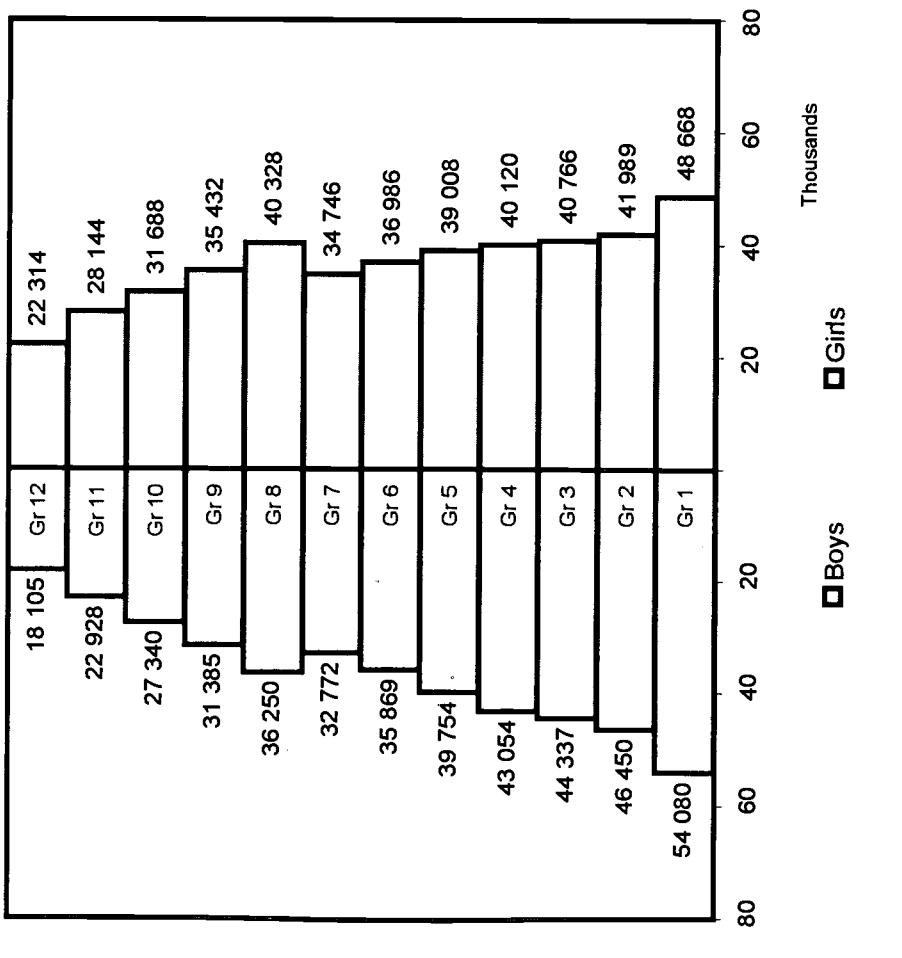
Fig. 3d: Learner enrolment according to gender and grade in KWAZULU-NATAL, 1997



Kwazulu-Natal	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	4,20	2,11	2,27	1
Girls	2,85	1,81	1,94	1

13

Fig. 3e: Learner enrolment according to gender and grade in MPUMALANGA, 1997



Mpumalanga	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	2,99	1,81	2,00	1
Girls	2,18	1,56	1,81	1

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Northern Cape	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	3,37	2,22	2,37	1
Girls	2,81	2,02	2,16	1

Northern Cape	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	3,37	2,22	2,37	1
Girls	2,81	2,02	2,16	1

Fig. 3g: Learner enrolment according to gender and grade in the NORTHERN PROVINCE, 1997

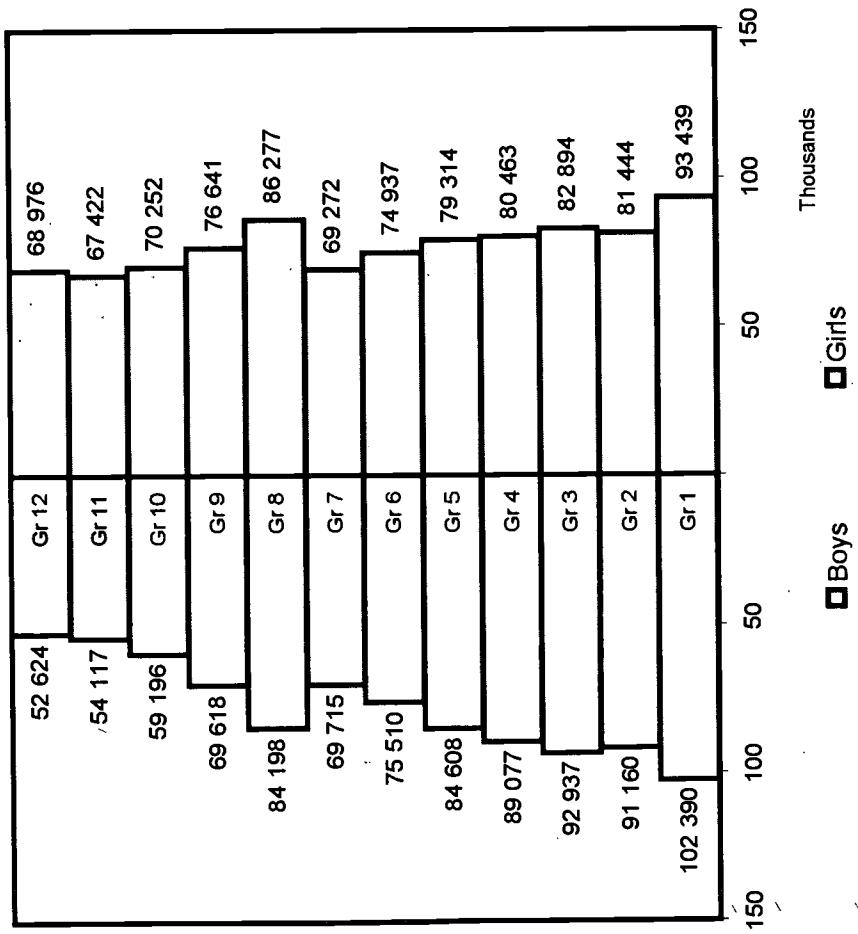
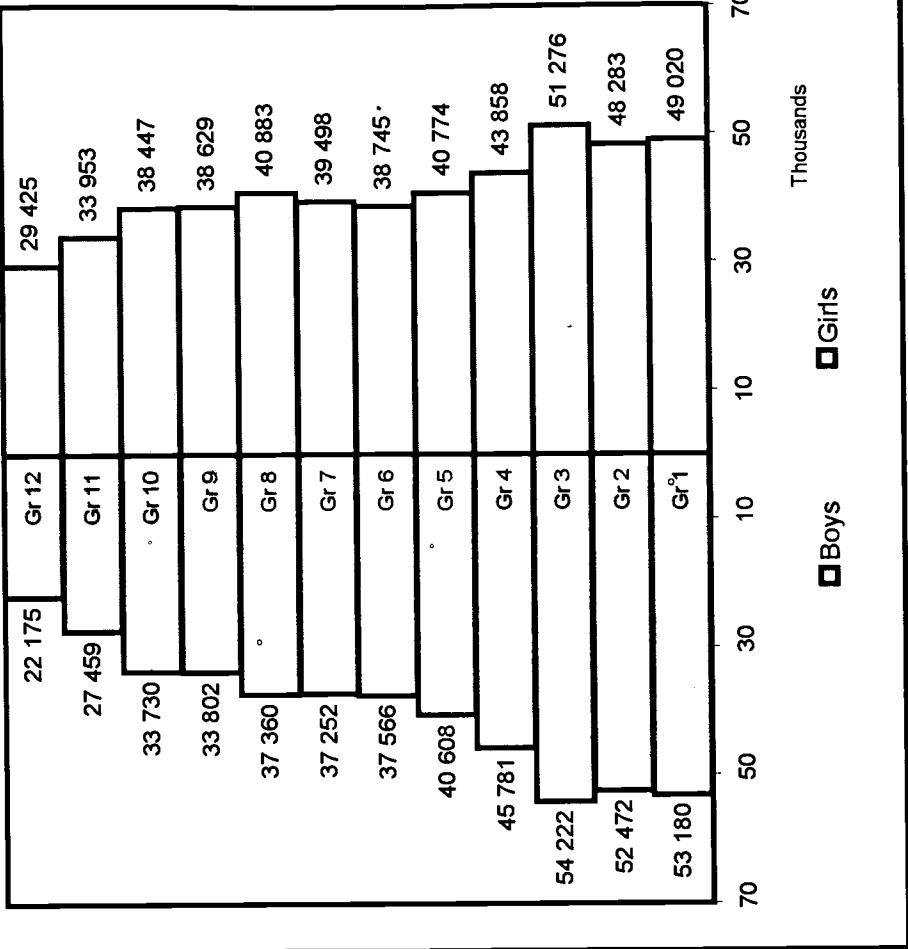


Fig. 3h: Learner enrolment according to gender and grade in NORTH WEST, 1997



Northem Province	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	2,40	1,68	1,68	1
Girls	1,67	1,34	1,39	1

North West	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	2,40	1,68	1,68	1
Girls	1,67	1,34	1,39	1

Fig. 3i: Learner enrolment according to gender and grade in the WESTERN CAPE, 1997

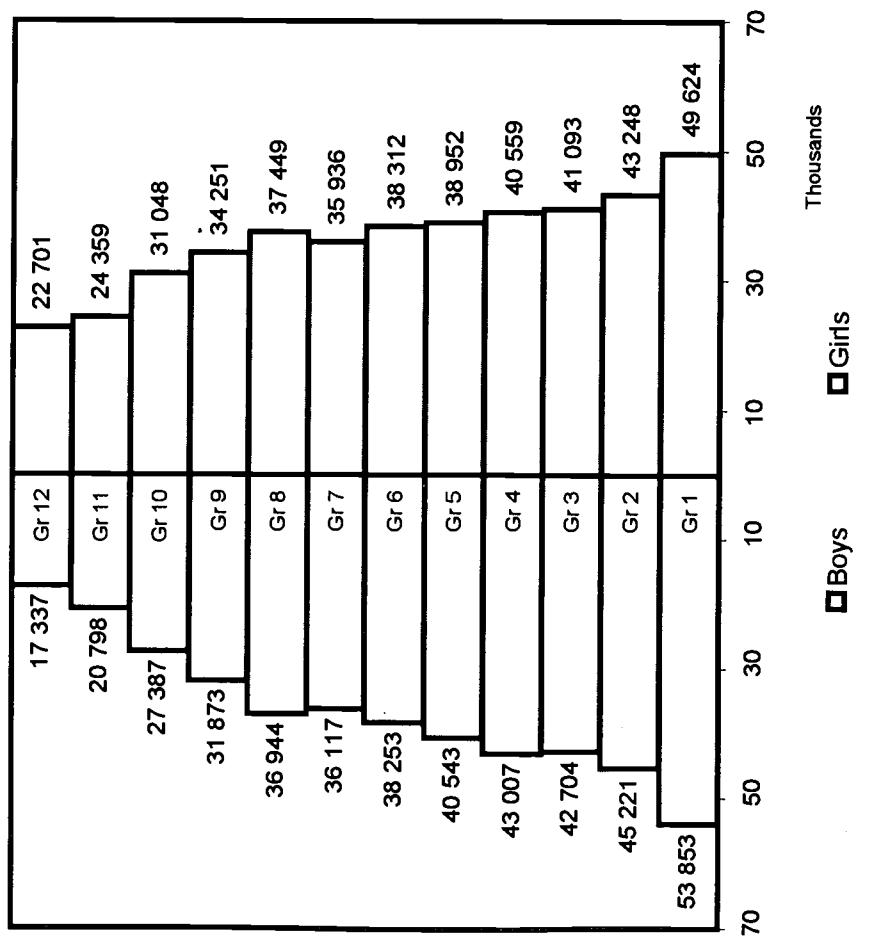
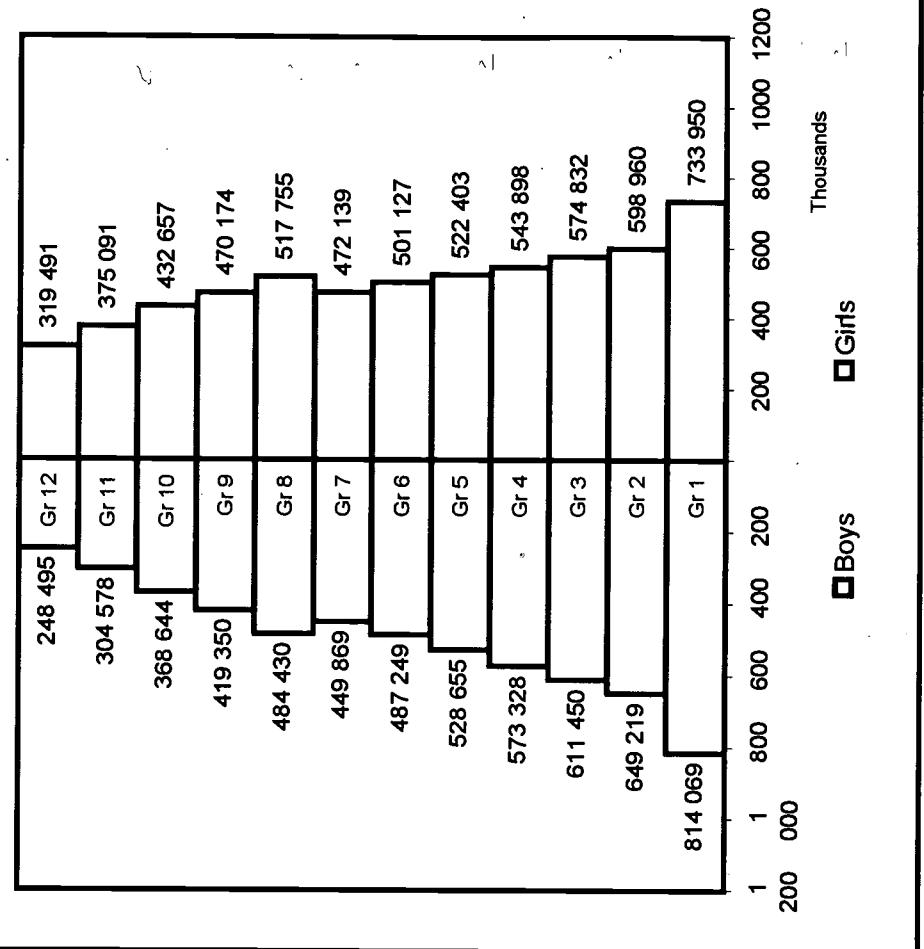


Fig. 3j: Learner enrolment according to gender and grade in SOUTH AFRICA, 1997



Western Cape	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	3,11	2,08	2,13	1
Girls	2,19	1,58	1,65	1

South Africa	Grade 1:	Grade 7:	Grade 8:	Grade 12
Boys	3,28	1,81	1,95	1
Girls	2,30	1,48	1,62	1

Fig. 4: Flow of learners from Grade 1 to Grade 12 in South Africa from 1980

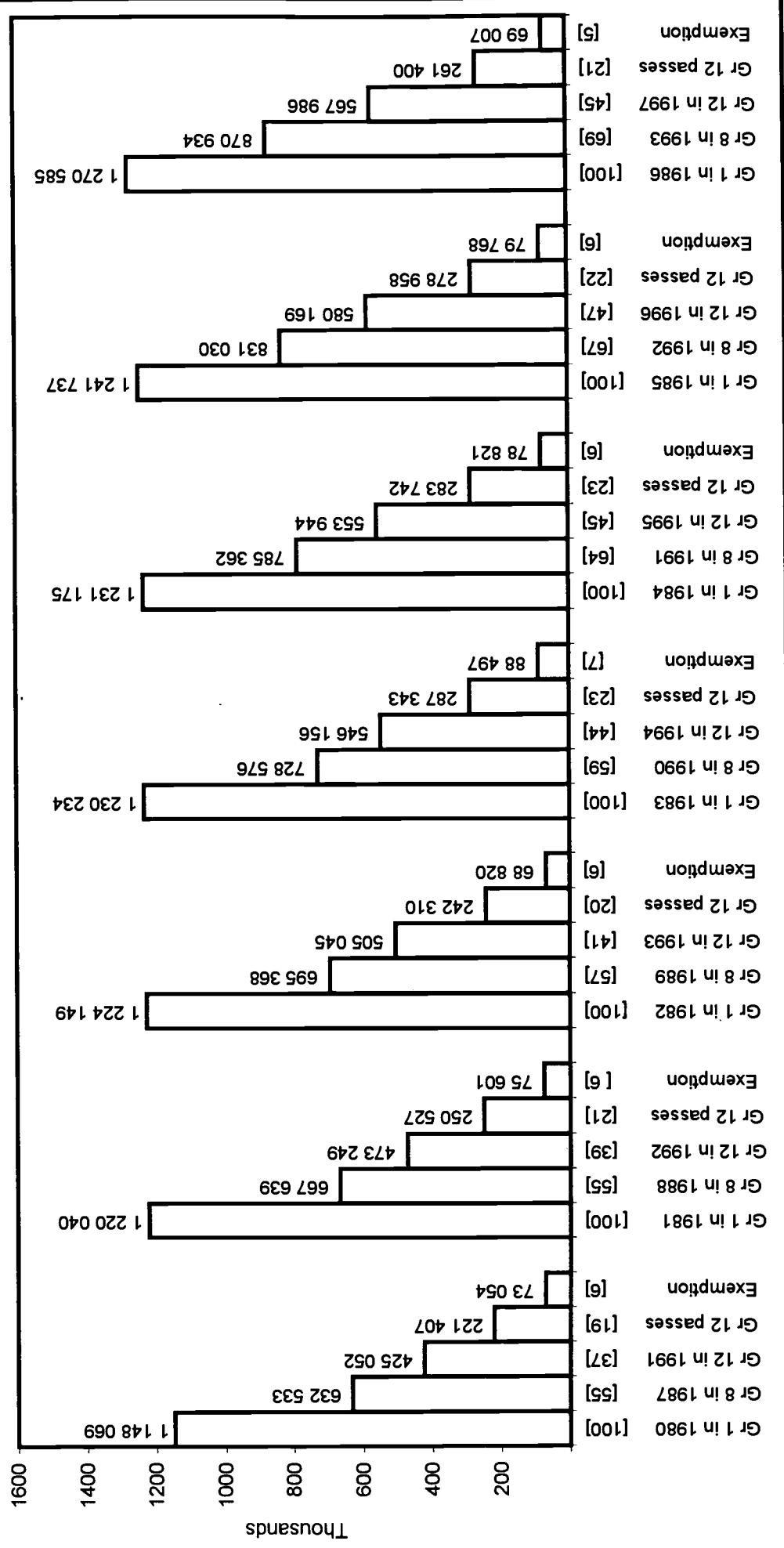
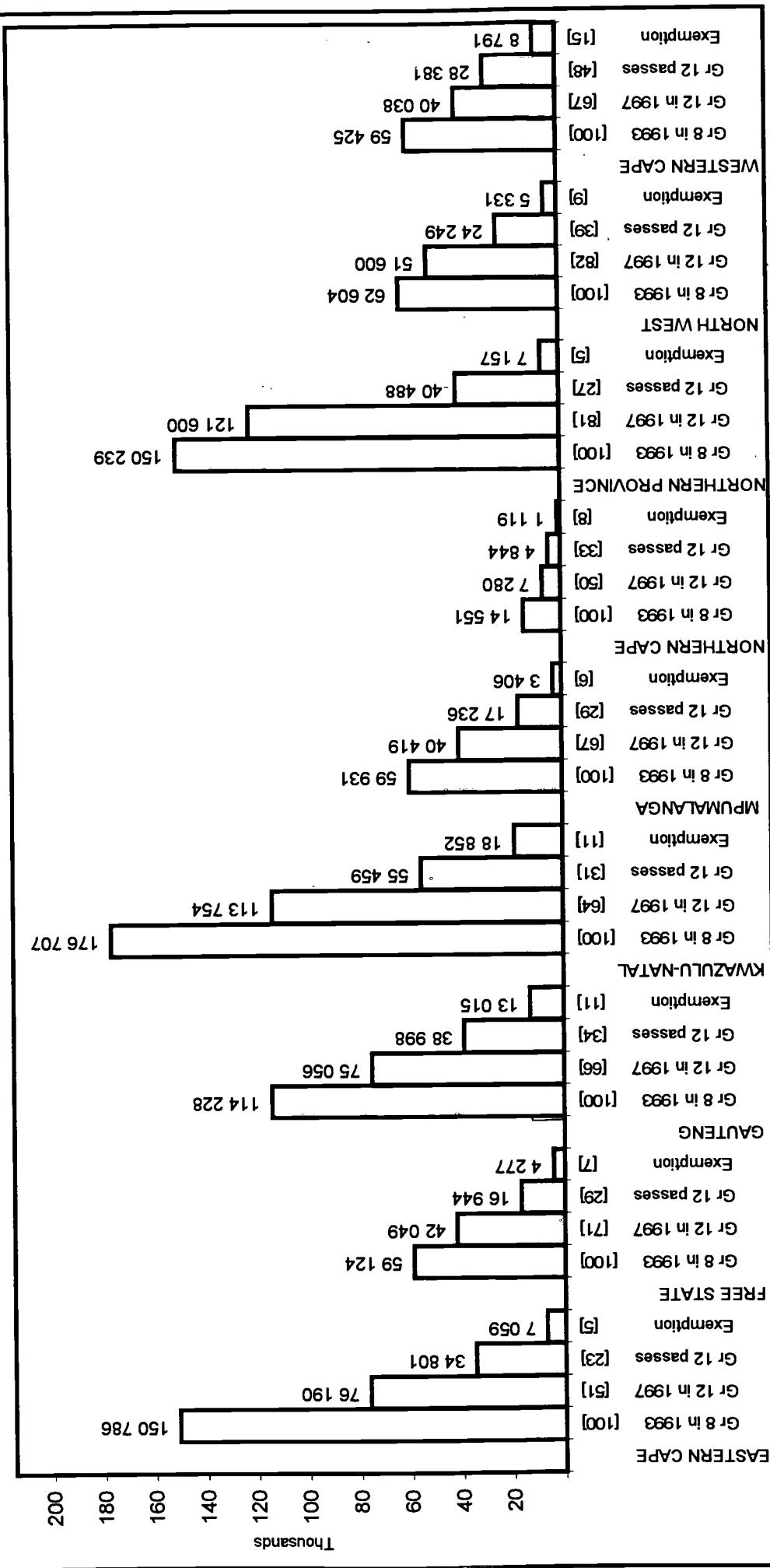


Fig. 5: Flow of learners from Grade 8 (1993) to Grade 12 (1997), passes and exemption per province



This figure compares the flow of learners from grade 8 to grade 12, the number that passes and the number that exemption per province. The highest ratio of learners that passes grade 12 with and without exemption is found in the Western Cape.

Fig. 6: Grade 12 examination results per province, 1997

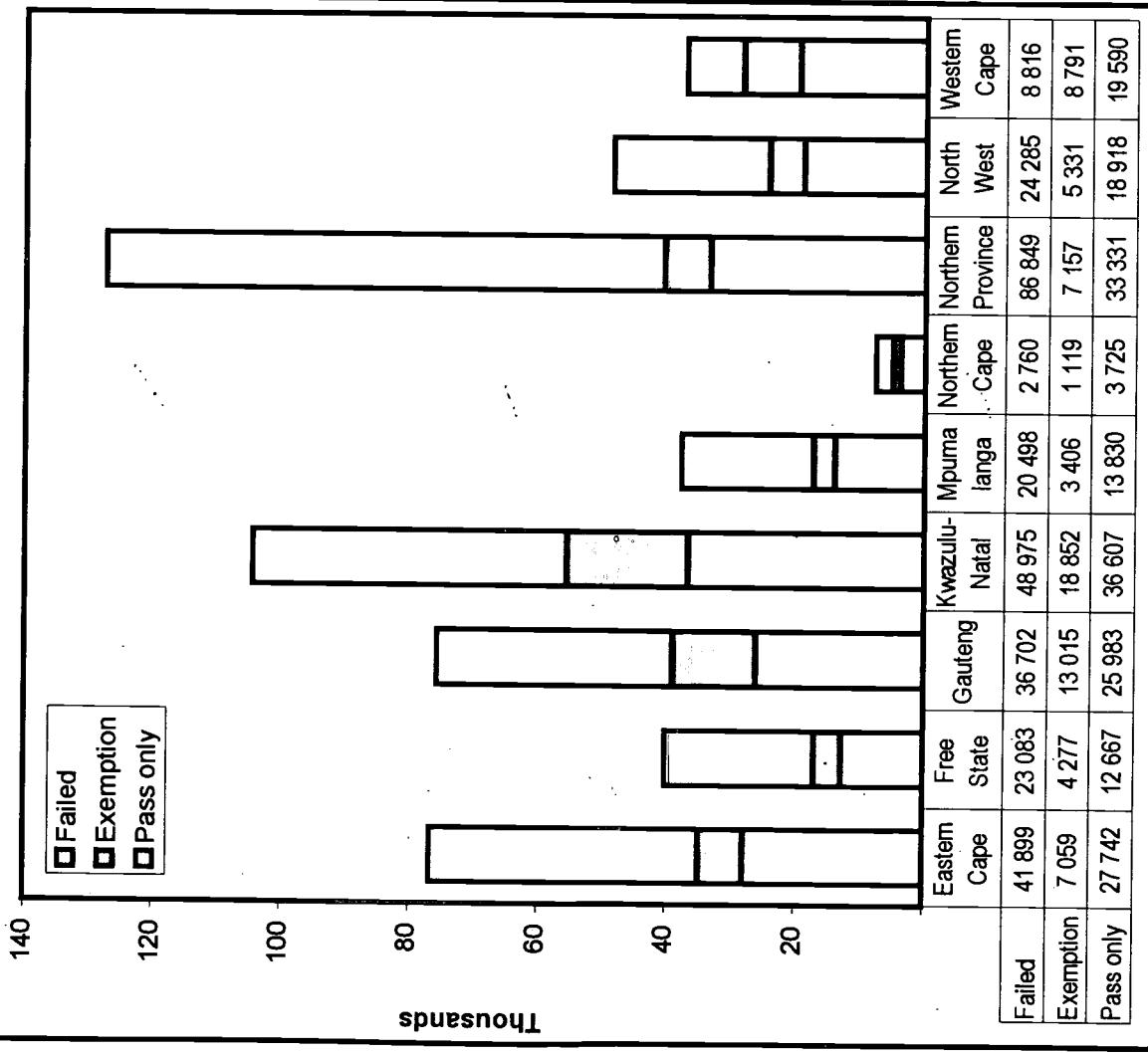


Table 1: Grade 12 examination results per province, 1994 - 1996

		1994	1995	1996
Eastern Cape	Wrote	73 728	67 397	66 600
	Total passes	41 881	32 220	32 639
	Exemption	10 648	7 181	7 061
Free State	Wrote	30 278	33 147	35 526
	Total passes	16 888	16 467	18 153
	Exemption	4 536	3 893	4 208
Gauteng	Wrote	75 266	79 215	69 525
	Total passes	46 143	45 940	42 142
	Exemption	15 698	14 893	13 810
KwaZulu-Natal	Wrote	75 409	87 053	86 456
	Total passes	51 005	60 302	53 397
	Exemption	19 450	22 097	20 040
Mpumalanga	Wrote	40 113	45 479	41 630
	Total passes	19 039	17 355	19 739
	Exemption	4 367	3 404	4 332
Northern Cape	Wrote	5 855	6 529	7 007
	Total passes	4 551	4 863	5 194
	Exemption	1 235	1 138	1 225
Northern Province	Wrote	129 951	138 816	122 447
	Total passes	57 731	52 425	47 569
	Exemption	15 767	10 366	9 351
North West	Wrote	34 984	41 950	46 221
	Total passes	24 572	27 812	32 185
	Exemption	8 030	7 102	7 611
Western Cape	Wrote	29 824	31 867	34 830
	Total passes	25 533	26 358	27 940
	Exemption	8 766	8 747	12 130

Figure 6 shows the number of grade 12 candidates who failed, who passed with exemption and who passed but without exemption. Compared with table 1, the overall matic (grade 12) results show a lower pass rate for 1997 than for 1996.

Fig. 7a: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for the EASTERN CAPE

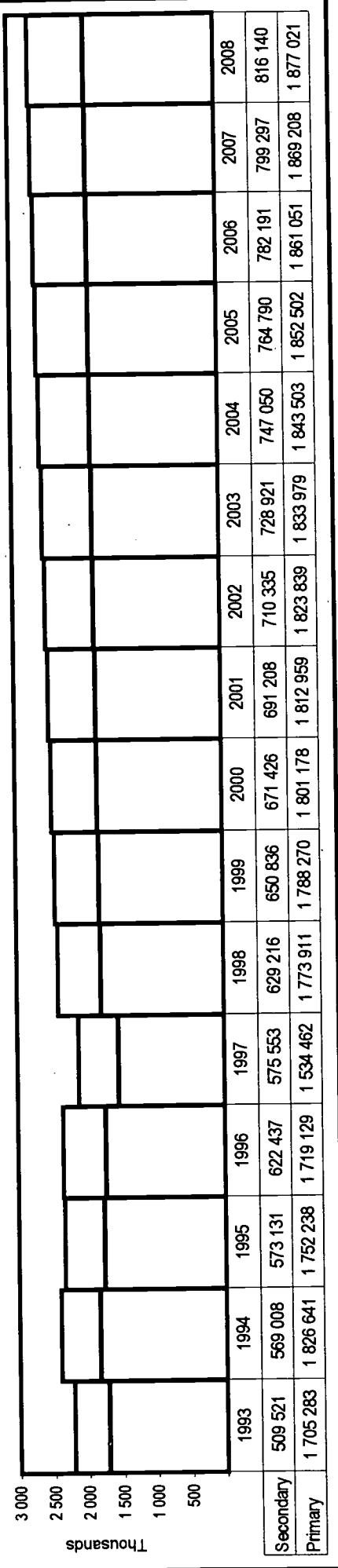
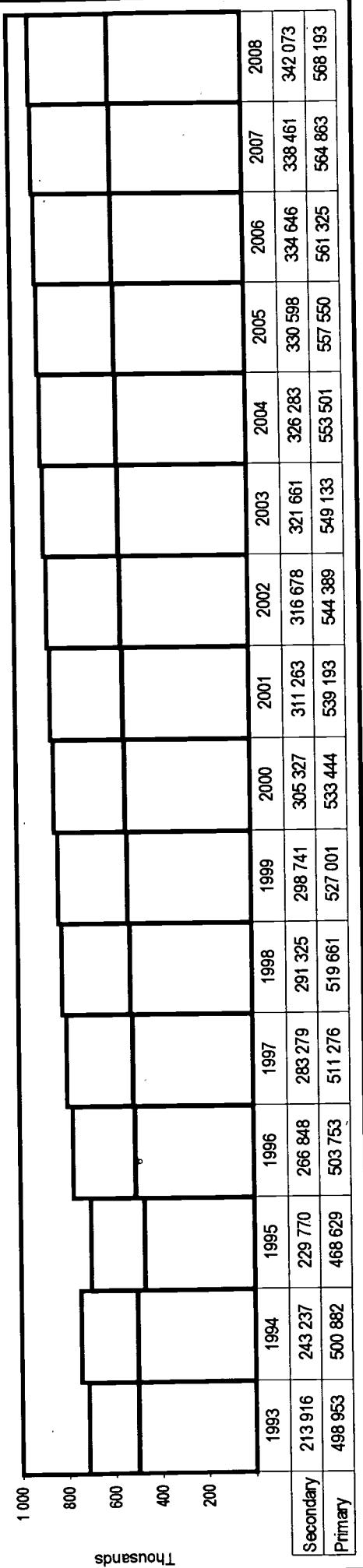


Fig. 7b: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for the FREE STATE



	Primary	Secondary
Eastern Cape	2,03	3,80
Free State	1,01	1,89

Fig. 7c: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for GAUTENG

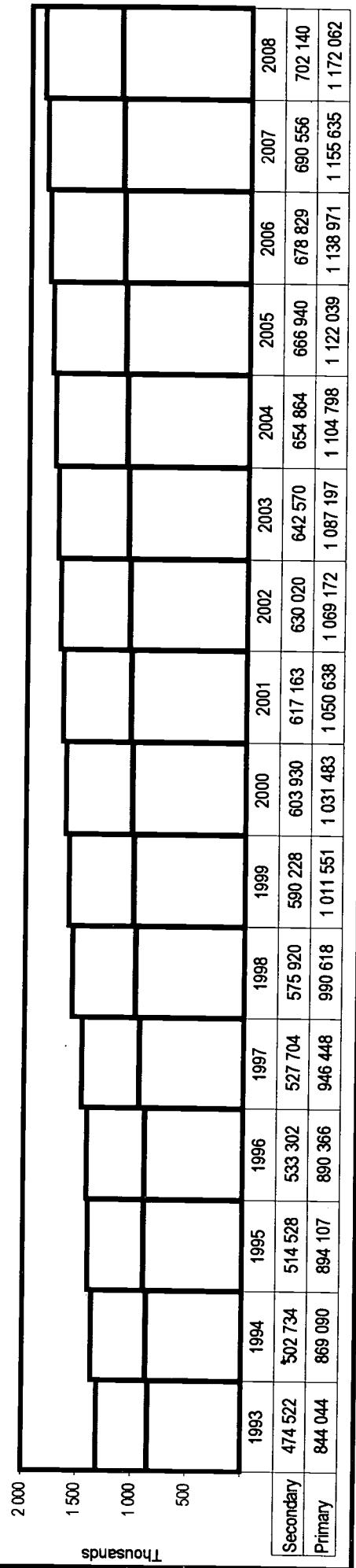
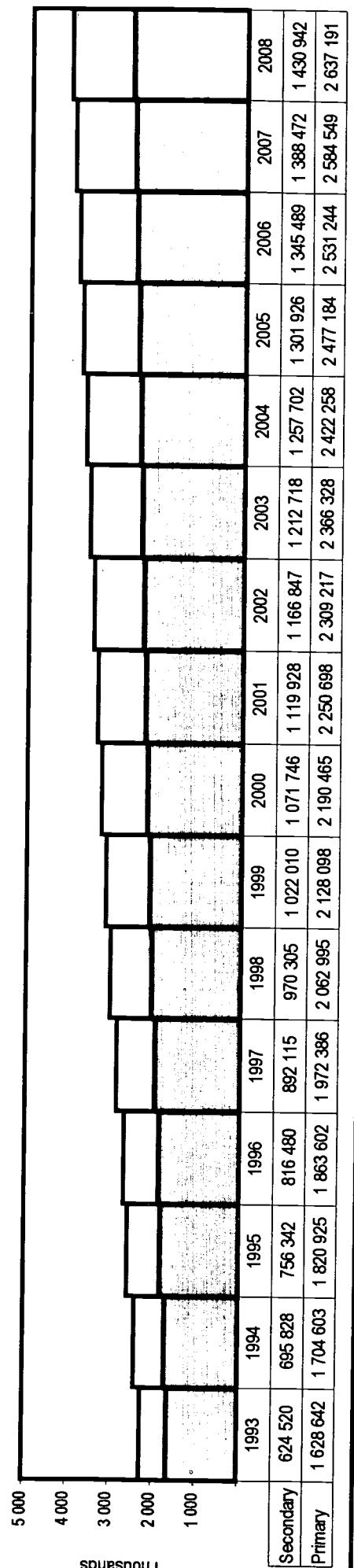


Fig. 7d: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for KWAZULU-NATAL



	Average annual growth rate (%)	Primary	Secondary
Gauteng	2,14	2,55	
Kwazulu-Natal	3,06	5,49	

Fig. 7e: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for MPUMALANGA

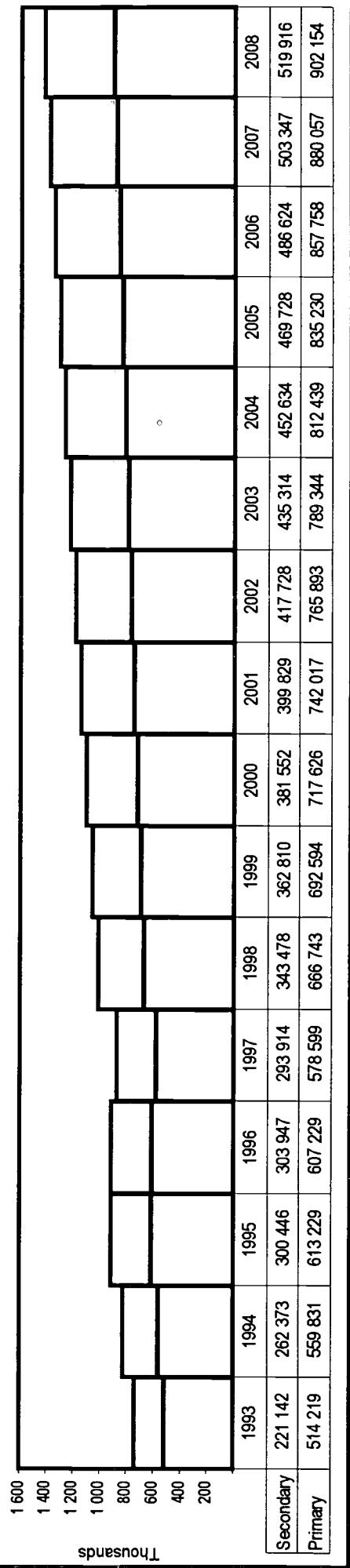
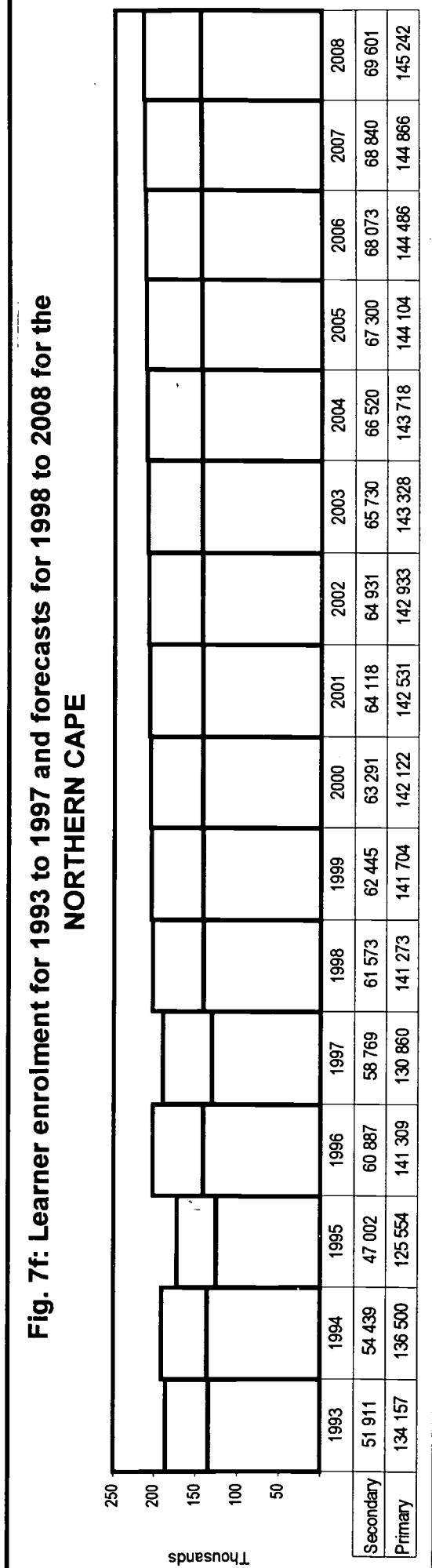


Fig. 7f: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for the NORTHERN CAPE



	Primary	Secondary
Mpumalanga	5,08	6,99
Northern Cape	1,00	1,68

Average annual growth rate (%)

Fig. 7g: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for the NORTHERN PROVINCE

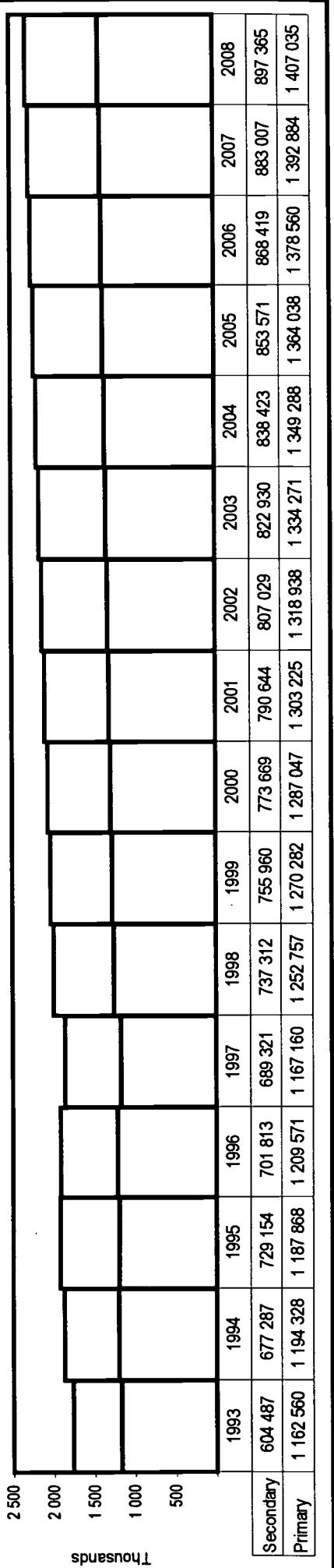
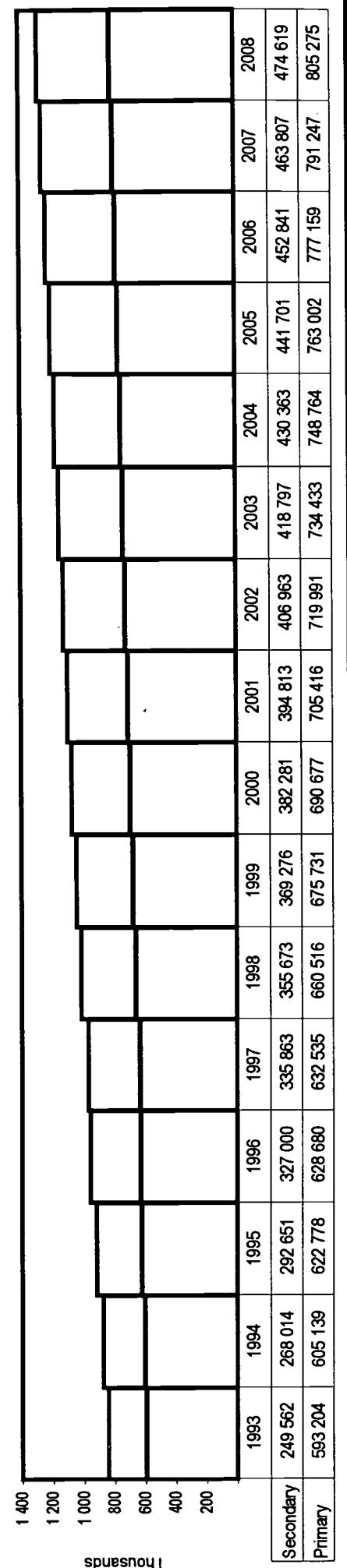


Fig. 7h: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for NORTH WEST



	Primary	Secondary
Northern Province	1,87	2,74
North West	2,48	3,75

Fig. 7i: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for the WESTERN CAPE

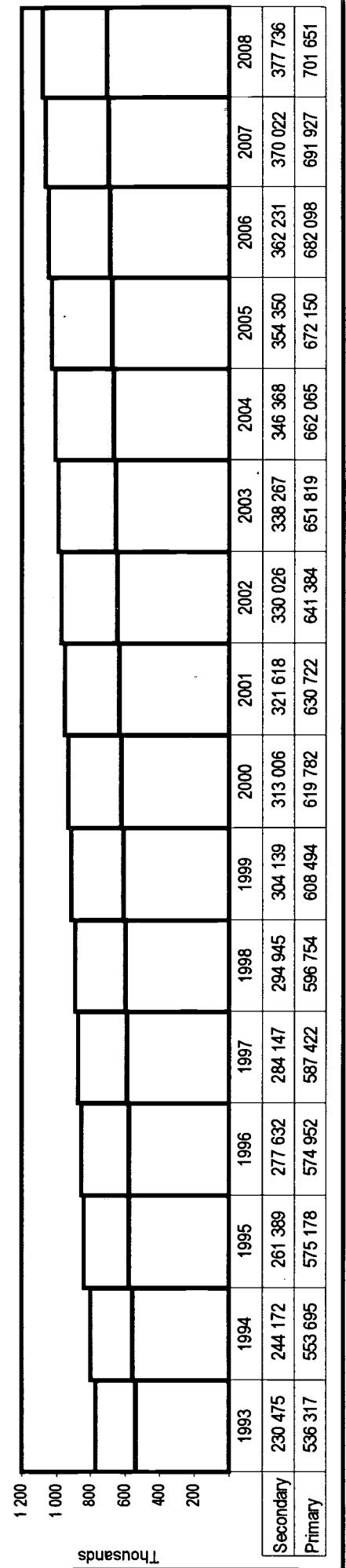
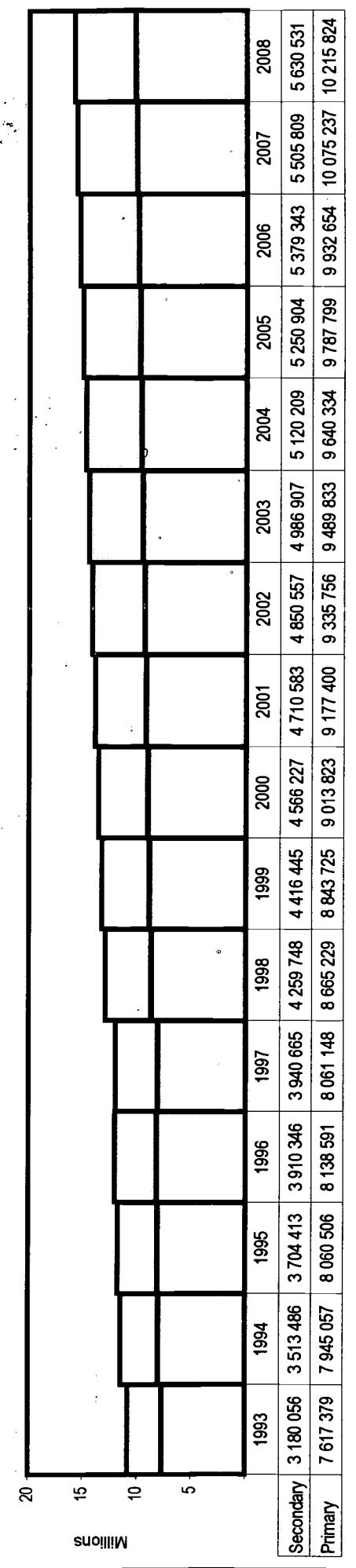


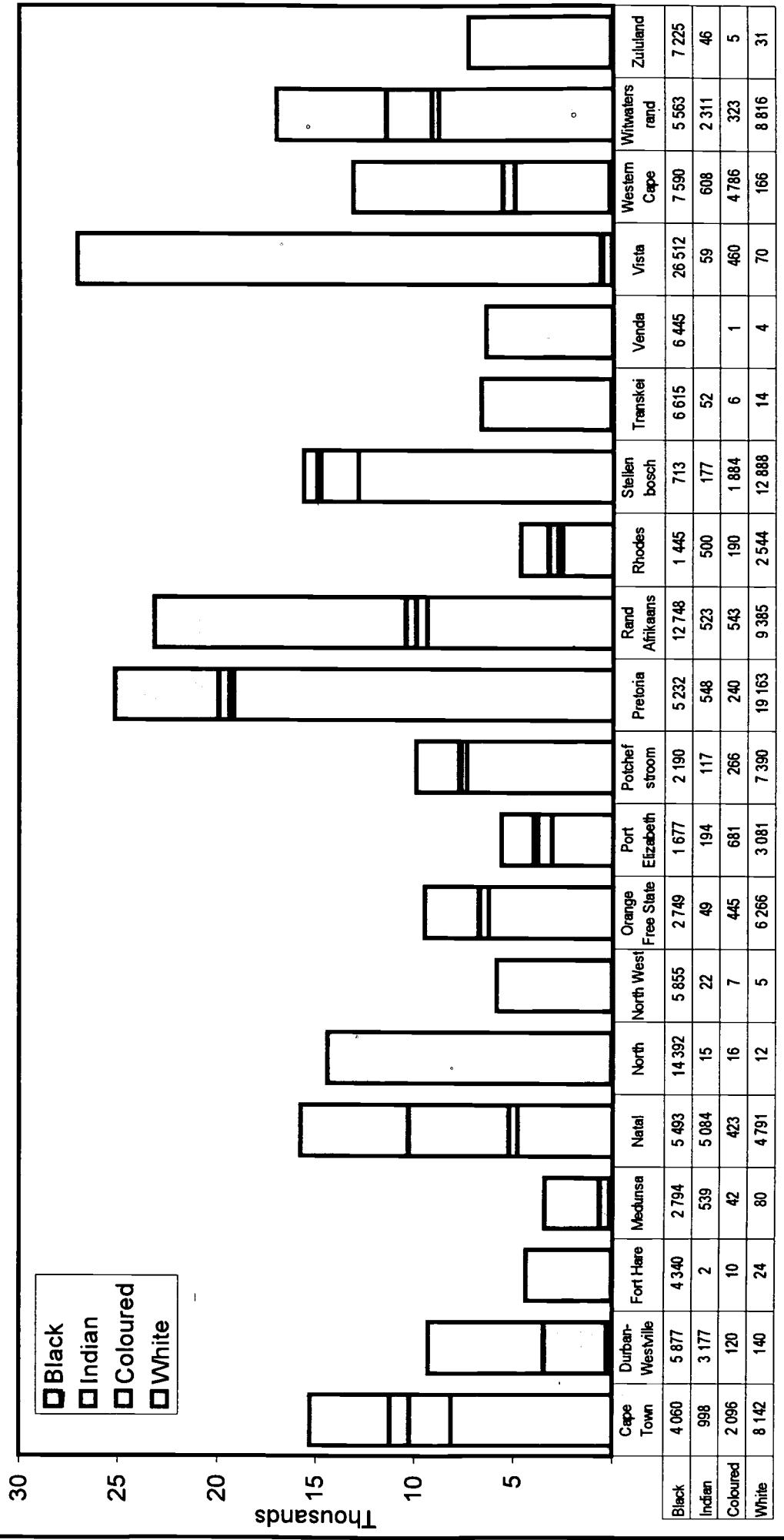
Fig. 7j: Learner enrolment for 1993 to 1997 and forecasts for 1998 to 2008 for SOUTH AFRICA



Average annual growth rate (%)

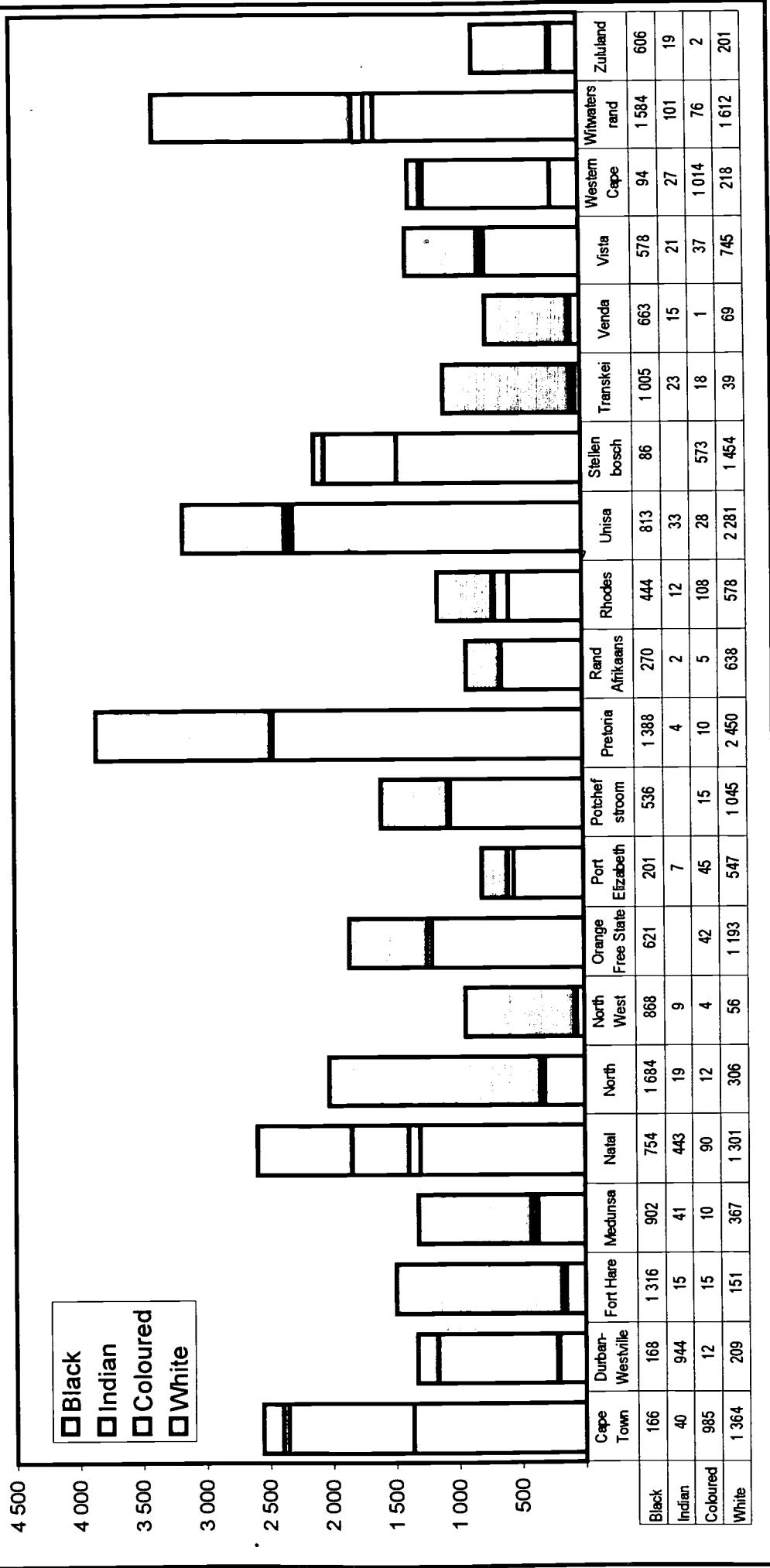
	Primary	Secondary
Western Cape	1,77	2,99
South Africa	2,43	3,90

Fig. 8: Students at universities according to population group, 1997



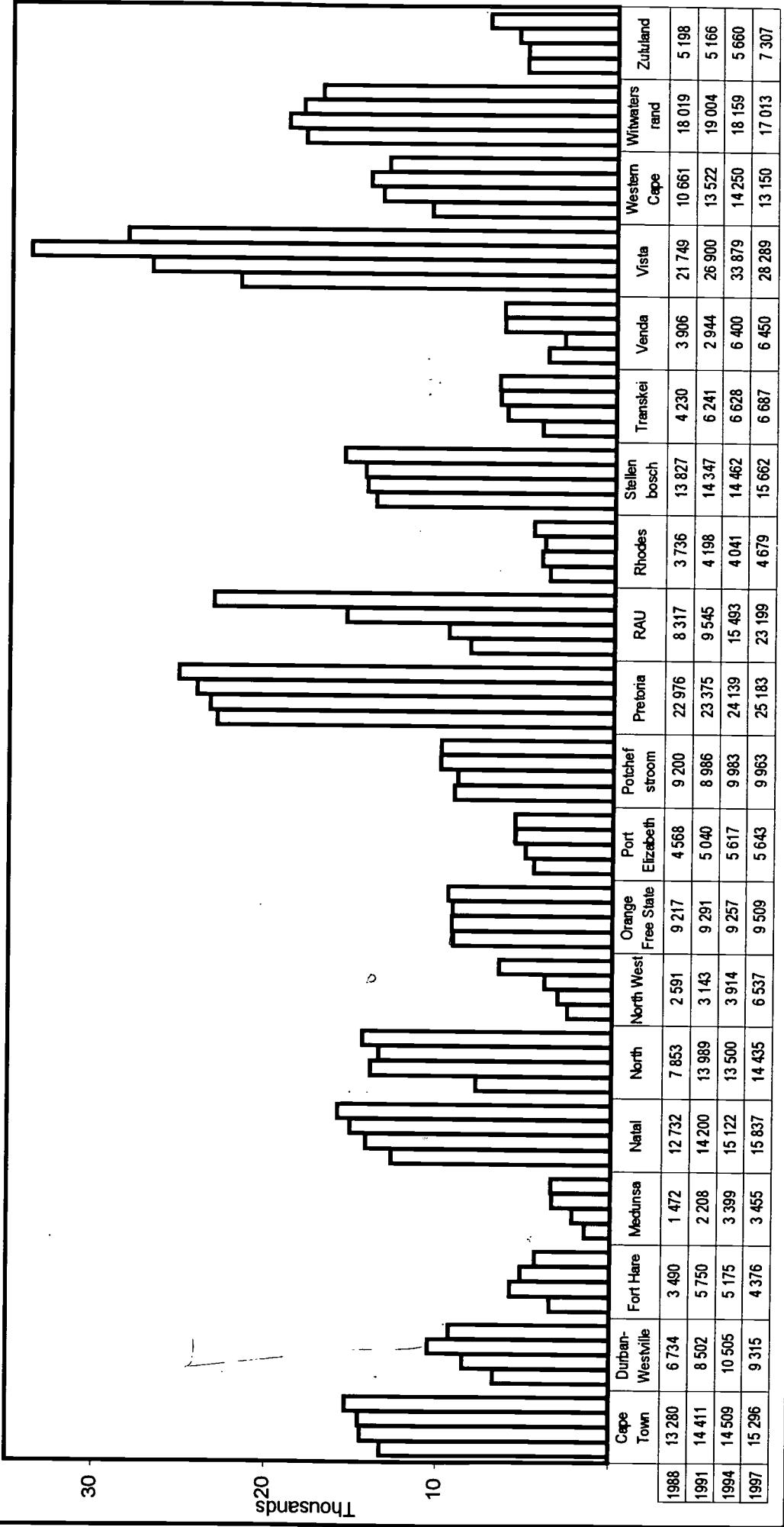
The largest university in South Africa is Unisa (not shown in fig.8) with 48 289 white, 4 973 coloured, 12 212 Asian and 60 867 black students. The total number of students at universities is 368 329. This is slightly more than indicated according to population group, because a small number could not be grouped accordingly.

Fig. 9: Number of staff members at universities according to population group, 1997



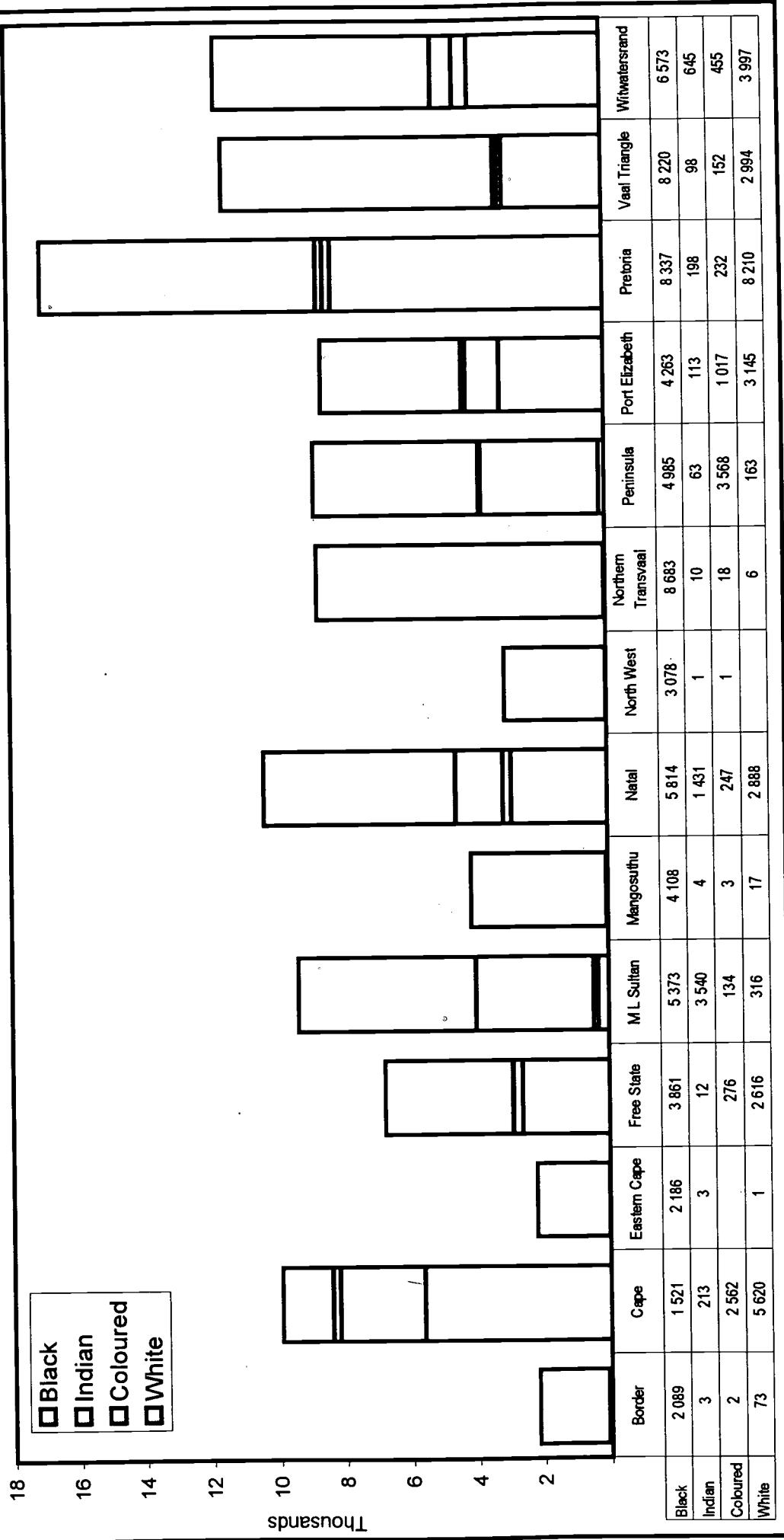
The total number of staff members at the indicated universities is 34 467. The majority of them are still whites.

Fig. 10: Students at universities 1988,1991,1994 and 1997



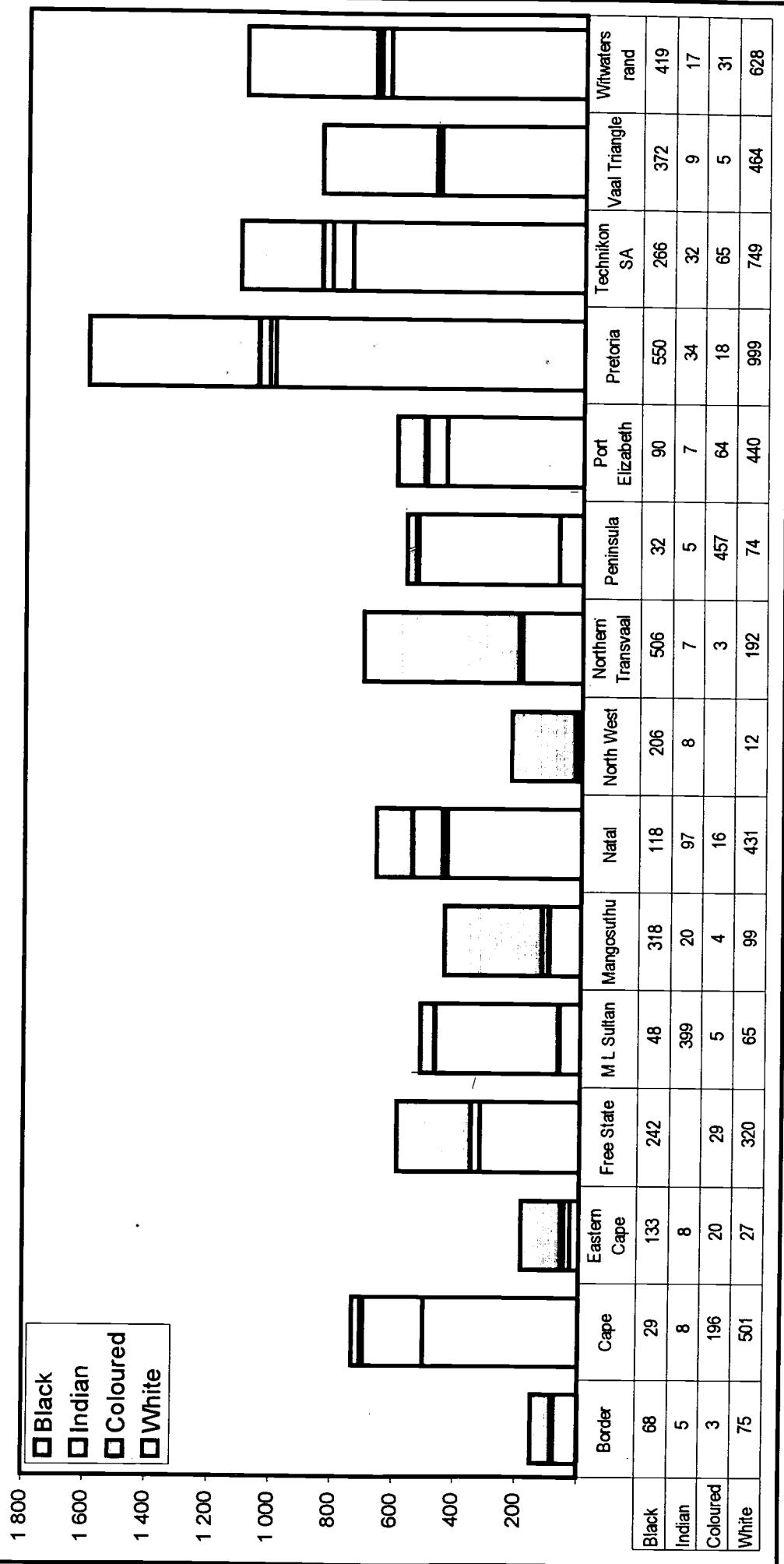
This figure compares the numbers of students at the different universities. Most of the universities show a growth in numbers over the period. The universities of Durban-Westville, Fort Hare, Vista, Western Cape and Witwatersrand indicate a decrease in student numbers from 1988 to 1997. Unisa indicates a constant growth in student numbers, from 99 416 students in 1988 to more than 126 000 in 1997.

Fig. 11: Students at technikons according to population group, 1997



Technikon SA (not shown) is the largest technikon in South Africa with 19 595 white, 5 021 coloured, 2 830 Asian and 52 639 black students. In comparison with 1996, it is the number of black students that shows the largest growth in 1997.

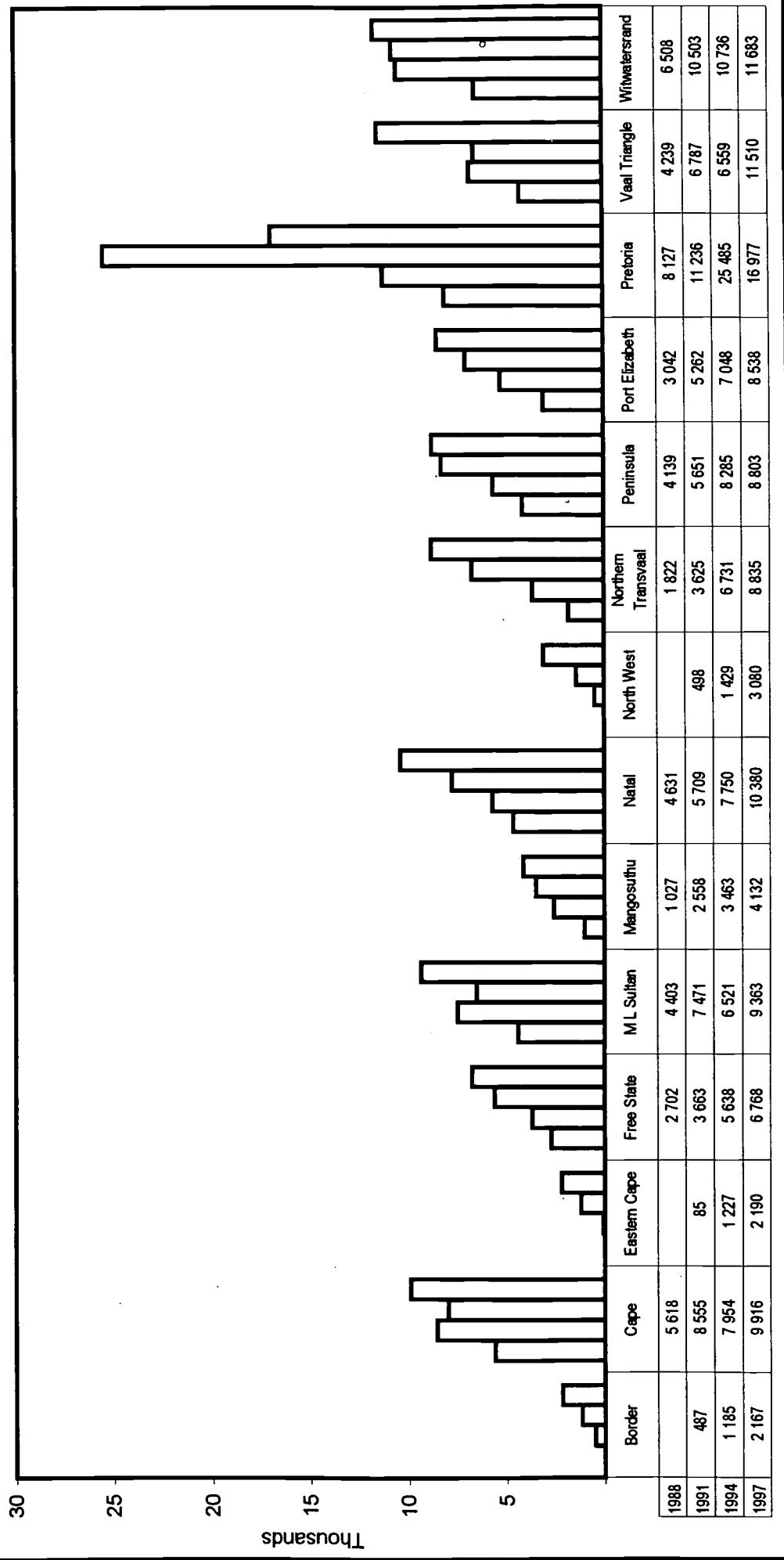
Fig. 12: Number of staff members at technikons according to population group, 1997



Of the total of 10 049 staff members at technikons the majority is white, namely 5 076, followed by 3 397 blacks.

45

Fig. 13: Students at technikons 1988, 1991, 1994 and 1997



There was a constant growth in student numbers at technikons over the mentioned period, except at the Pretoria Technikon where there occurred a decrease in numbers from 1994 to 1997. The Border, Eastern Cape and North West technikons came into being only after 1988. The Technikon SA had an increase from 10 557 students in 1988 to 80 325 in 1997.

46

Fig. 14: Students at colleges of education per province, 1997

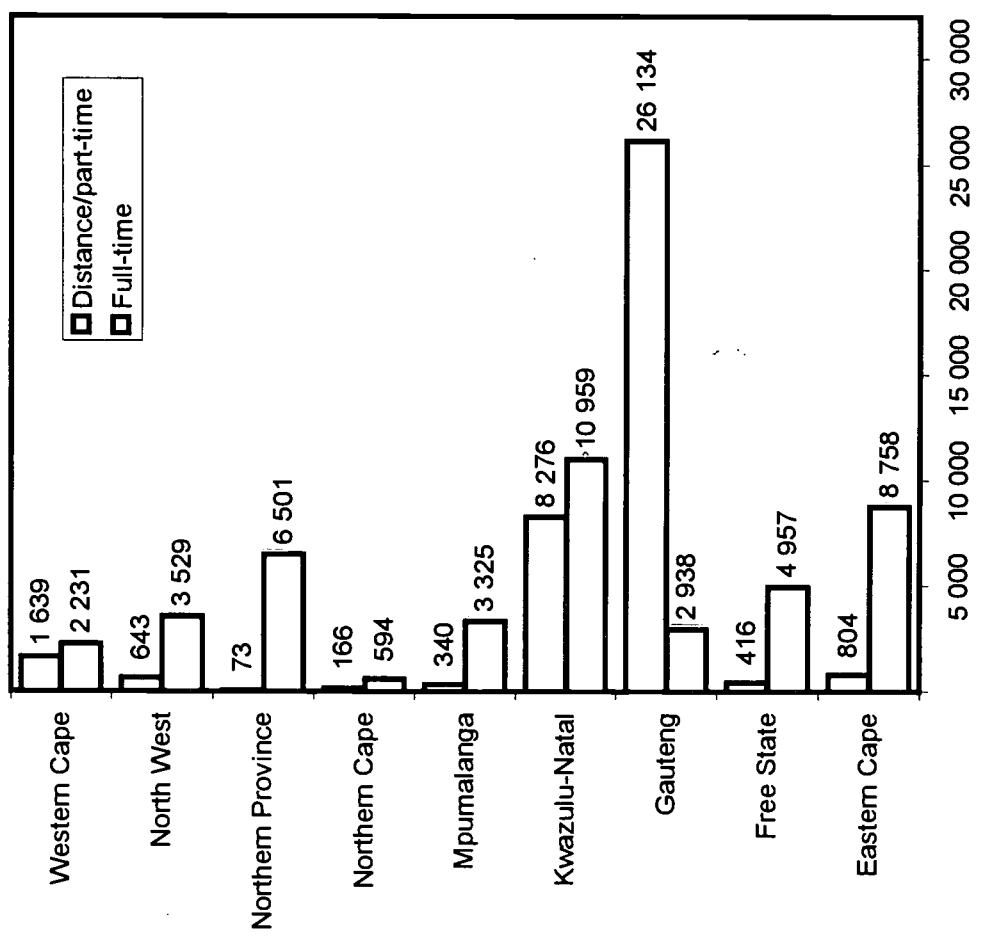
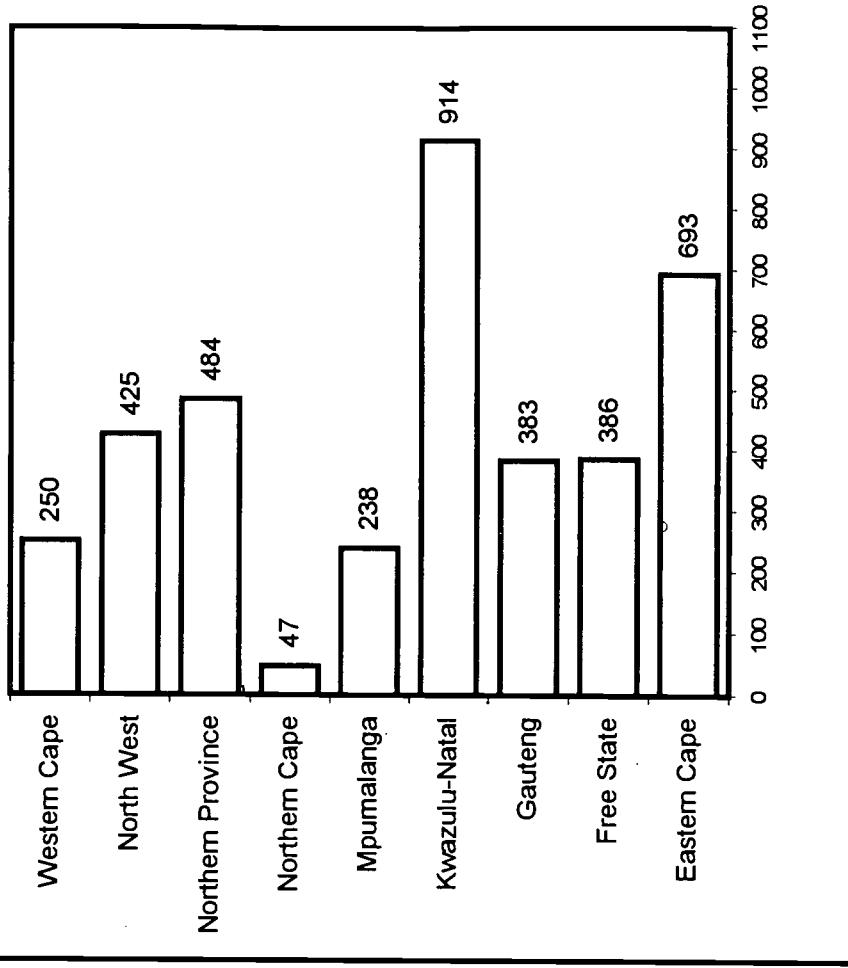


Fig. 15: Number of lecturers at colleges of education per province, 1997



The majority of the teachers are trained in Kwazulu-Natal, the Eastern Cape and the Northern Province. Although the Free State Education Department is the second smallest of the provincial departments, the fourth most students are being trained at colleges of education in this province. Several provinces have decreased the number of new entrants into the colleges of education.

This figure indicates the number of lecturers at colleges of education. The student:lecturer ratios vary from 9 to 16 in the various provinces if it is assumed that part-time students will complete their studies in 2 years.

Fig. 16: Expenditure on school education per province for 1997/98

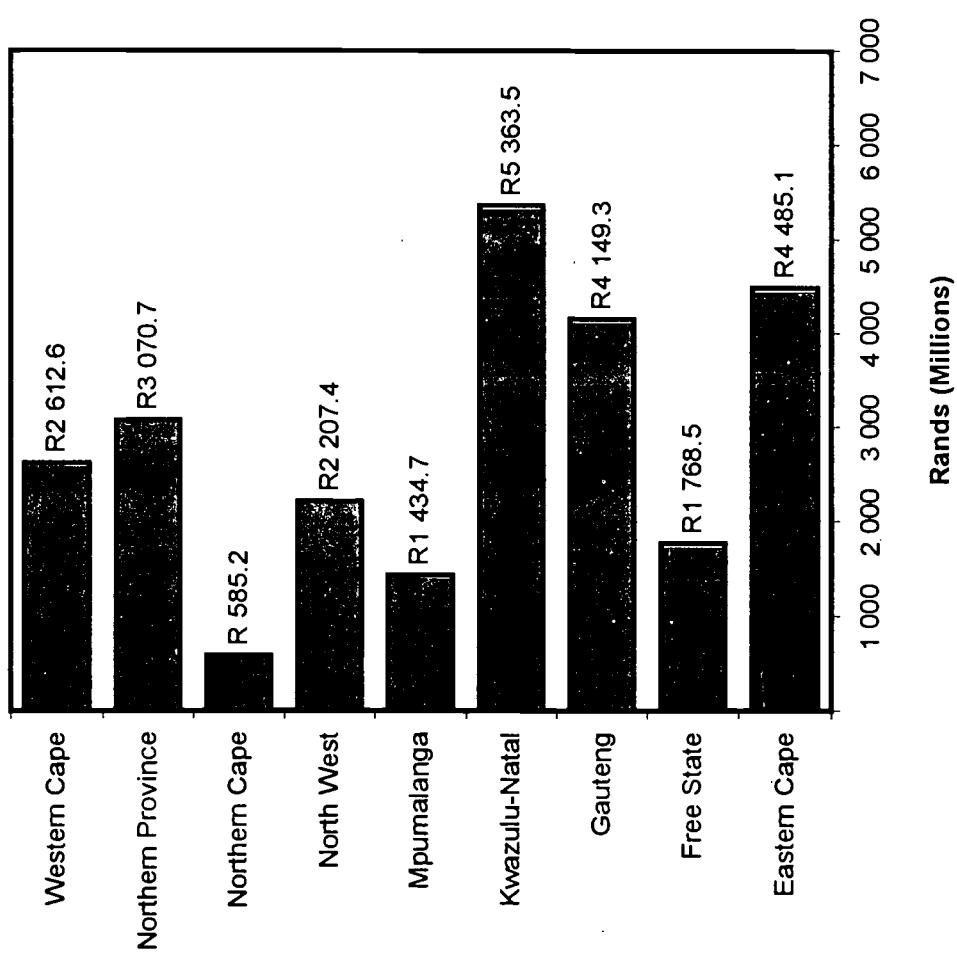
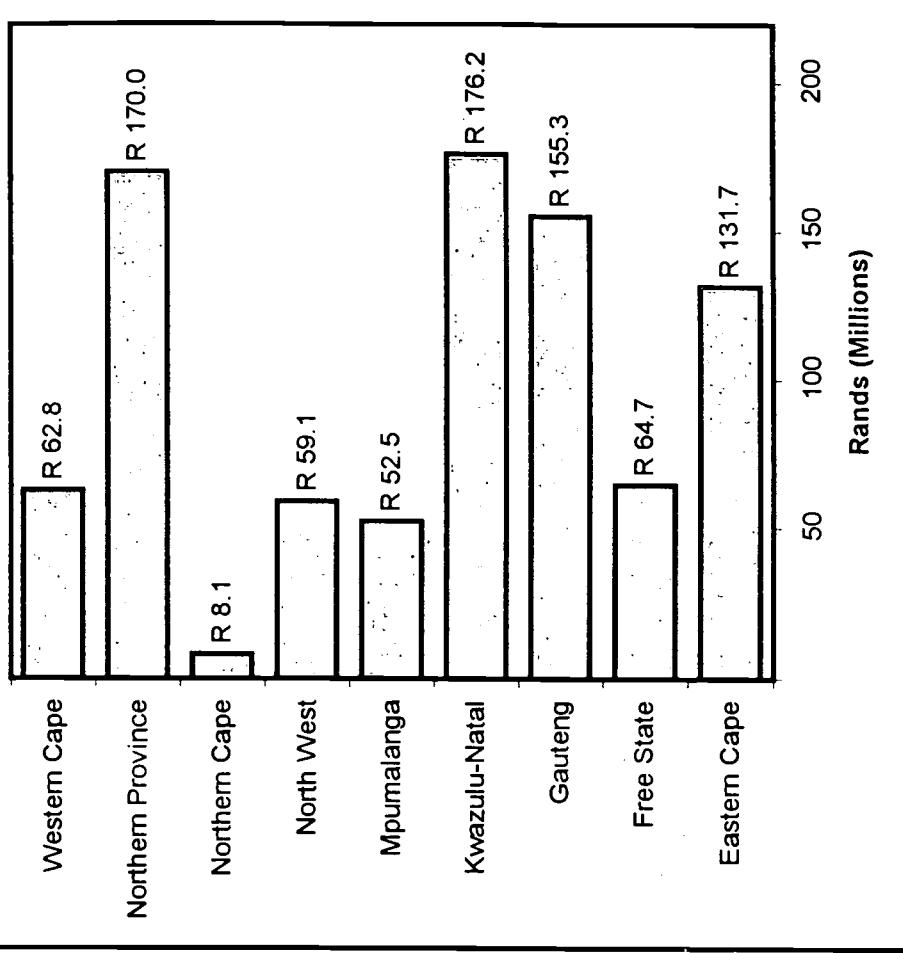


Fig. 17: Expenditure on teacher training at colleges of education per province, 1997/98



The amounts in this figure indicate the expenditure on school education (both public and private schools). The per capita expenditure varies from R1 650 to R3 000 in the different provinces.

The figure shows the expenditure on teacher training at colleges of education. The expenditure per student varies from about R10 000 to more than R20 000 in the various provinces.

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 Northern Transvaal Technikon, Private Bag X76, PRETORIA NORTH 0116, (01214) - 80950/1/2/3/4/5
 Peninsula Technikon, P O Box 1906, BELLVILLE, 7530, (021) - 9512181
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 Technikon OFS, Private Bag X20539, BLOEMFONTEIN, 9300, (051) - 4073911
 Technikon Pretoria, Churchstreet 420, PRETORIA, (0002, (012) - 283811
 Technikon RSA, Private Bag X7, BRAAMFONTEIN, 2017, (011) - 7251030
 Technikon Witwatersrand, P O Box 3293, JOHANNESBURG, 2000, (011) - 297136
 Vaal Triangle Technikon, Private Bag X021, VANDERBIJLPARK, 1900, (016) - 812141
 Transkei Technikon, Private Bag X23182, BUTTERWORTH, 4960, (0474) - 620708
 Border Technikon, PO Box 1421, OOS LONDON, 5200, (0403) - 631491
 Setlogelo Technikon, P O Box 1263, ROSSLYN, 0200, (01461) - 322251

Bloemfontein College of Education, P/Bag X20564, BLOEMFONTEIN, 9300, (051) - 4478201
 Bonamelo College of Education, P/Bag X08, PHUTHADITJHABA, 9866, (058) - 7131391
 Lere La Tshepe College of Education, P/Bag X335, WITSIESHOEK, 9874, (058) - 7132292
 Mphohadi College of Education, P/Bag X66, KROONSTAD, 9500, (0562) - 411111
 Seifikeng College of Education, P/Bag X827, WITSIESHOEK, 9870, (058) - 7210168
 Thaba 'Nchu College of Education, P/Bag X717, THABA 'NCHU, 9785, (051871) - 61014
 Tshiya College of Education, P/Bag X809, PHUTHADITJHABA, 9870, (058) - 71300567/8/9

Gauteng

Daveyton College of Education, P/BAG X47, BENONI, 1513, (011) - 9694311
 Kathorus College of Education, P/Bag X4, LEONDALE, 1424, (011) - 9067333 or 0832835807
 Pretoria College of Education, P/Bag X382, PRETORIA, 0001, (012) - 3439009
 SACTE College of Education, P/Bag X460, PRETORIA, 0001
 Sebokeng College of Education, P/Bag X095, VEREENIGING, 1930, (016) - 9881300/1

Kwazulu/Natal

North West

Hebron College of Education, P/Bag X28, GA-RANKUWA, 0208, (01461) - 27721/4
 Lehrutshe College of Education, P/Bag X2024, LERATO, 2865, (0140) - 633550
 Makwane College of Education, P/Bag X1014, MOGWASE, 0305, (01465) - 55302
 Moretele College of Education, P/Bag X376, MAKAPANSTAD, 0404, (0020) - 15
 Potchefstroom College of Education, P/Bag X07, POTCHEFSTROOM, 2520, (0148) - 2991099
 Taung College of Education, P/Bag X3, PUDIMOE, 8580, (01405) - 51376/7 or 0832556495
 Thabane College of Education, P/Bag X2003, TLHABANE, 0305, (01466) - 55307

Western Cape

Boland College of Education, P/Bag X8, WELLINGTON, 7654, (021) - 8731131
 Cape Town College of Education, P/Bag MOWBRAY, 7705, (021) - 6863659
 Söhne College of Education, P/Bag X3093, WORCESTER, 6850, (0231) - 25760
 Western Cape College of Education, P/Bag X14, KUILSRIVIER, 7579, (021) - 9061010

Eastern Cape

KwaGqikazi College of Education, P/Bag X6059, NONGOMA, 3950, (0358) - 310360
 Madadeni College of Education, P/Bag X5001, MADADENI, 2951, (03431) - 92004/5
 Mpumalanga College of Education, P/Bag X1004, HAMMERSDALE, 3700, (0325) - 710088
 Natal College of Education, P/Bag X9007, PIETERMARITZBURG, 3200, (0331) - 551701
 Ntuzuma College of Education, P/Bag X509, REDHILL, 4071, (031) - 5091923
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 Umbumbulu College of Education, P/Bag X20012, AMANZIMMOTI, 4125, (031) - 9051339
 Umlazi College of Education, P/Bag X08, MOBENI, 4060, (031) - 3097227

Northern Cape

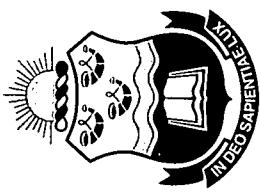
Northern Cape College of Education, P/Bag X5047, KIMBERLEY, 8300, (0531) - 711108

Northern Province

Dr C N Phathudi College of Education, P/Bag X1020, BURGERSFORT, 1150, (013) - 2161095
 Gijani College of Education, P/Bag X9672, GIYANI, 0826, (0158) - 24273/4/5
 Makhado College of Education, P/Bag X2248, LOUIS TRICHARDT, 0920, (015) - 9664039
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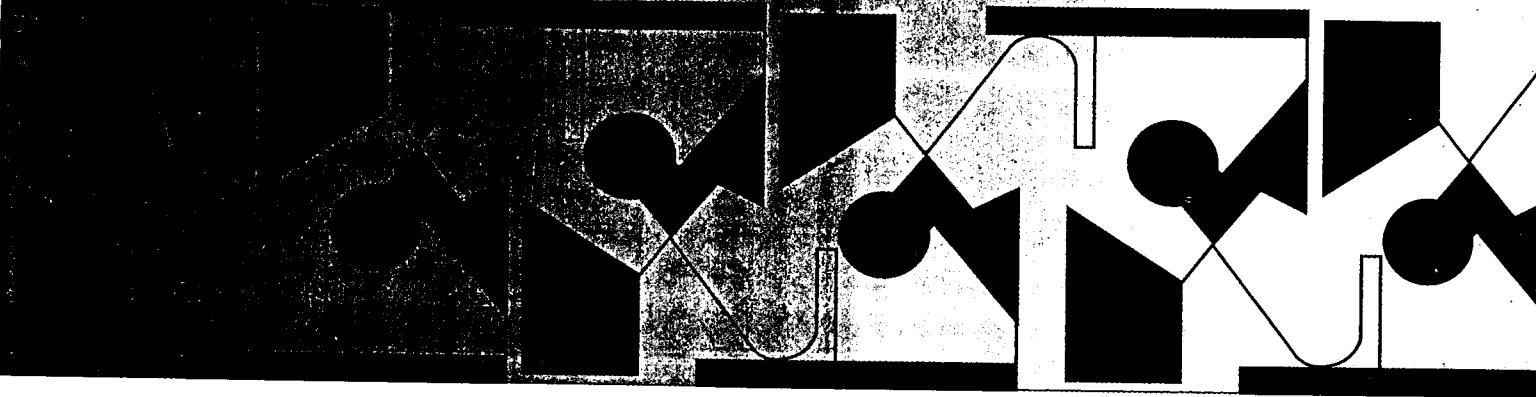
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Elijah Mango College of Education, P/Bag X1004, KABOKVENI, 1245, (013) - 7960270/1/2
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